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ABSTRACT

Documents on American Indians are cited in this bibliography, which is a supplement to ED 030 780 and ED 044 213. This bibliography contains abstracts of 221 documents cited in "Research in Education" (RIE) from September 1970 through June 1971 and 93 citations (some annotated) which have appeared in "Current Index to Journals in Education" from June 1970 through June 1971. Citations are indexed by subject terms from the "Thesaurus of ERIC Descriptors." The entries cover a wide variety of resource materials (research and program reports, guides, books, articles, etc.) that examine the cultural and socioeconomic problems and educational developments relative to American Indians. Price information and availabilities are provided for documents that have been listed in RIE. (LS)

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AMERICAN INDIAN EDUCATION

A SELECTED BIBLIOGRAPHY

Supplement No. 2

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September 1971

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

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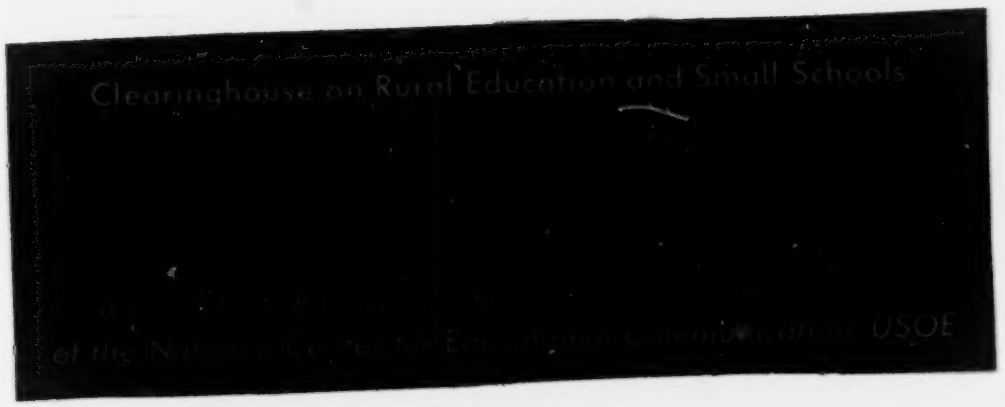
David M. Altus
Albert D. Link



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FOREWORD

The Educational Resources Information Center (ERIC)--a Federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials--aids school administrators, teachers, researchers, information specialists, professional organizations, and students in locating and using educational resources.

As one of nineteen ERIC network centers, each of which focuses on a separate area (or areas) of education, ERIC Clearinghouse on Rural Education and Small Schools is responsible for collecting materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education for input into the national ERIC system.

One of the main functions of the ERIC system is to process documents other than current journal articles for announcement in Research in Education (RIE), a monthly publication containing abstracts of completed research and research-related reports in education as input by the various clearinghouses. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC (ED) accession number, author(s), title, source(s), publishing date, ERIC Document Reproduction Service prices or alternate availability, and the abstract.

In addition to its monthly abstract journal, ERIC compiles Current Index to Journals in Education (CIJE), a monthly index which provides

citations from more than 500 major educational publications: journals, quarterlies, annuals, and yearbooks.

SOURCE OF MATERIAL

The present bibliography was compiled to provide access to some of the latest research findings and developments on American Indian education. The bibliography is a supplement to two previous ERIC/CRESS publications: American Indian Education, A Selected Bibliography (ED 030 780) and American Indian Education, A Selected Bibliography. Supplement No. 1 (ED 044 213). The previously published bibliographies provide RIE citations with abstracts and a subject index for documents entered in the ERIC system on American Indian education through the August 1970 issue of the RIE; additionally, CIJE coverage is provided in Supplement No. 1 from January 1969 through June of 1970. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction Service pricing; however, prices given therein may be recomputed as per the instructions under "Ordering Information" in the present Foreword.)

A combined RIE and CIJE index is included at the end of the present supplement to assist the user in locating citations pertaining to a given subject area within the realm of American Indian education. The index terms, descriptors under which the citations were indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors.

Research in Education

Part I of the present supplement contains citations and abstracts which have appeared in RIE from the September 1970 issue through the June 1971 issue. When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) tc obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. These reproductions must be ordered as described under "Ordering Information" in the present Foreword.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education

Part II of this supplement, CIJE coverage, is a new feature of ERIC/CRESS bibliographies. Part II includes citations from CIJE beginning with the June 1970 issue and continuing through the June 1971 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner from RIE citations: (1) an EJ number rather than an ED number precedes each entry; (2) some descriptive terms (identifiers) not found in the ERIC Thesaurus are included

with the citations; (3) major and minor descriptors are included, with majors (those retrievable via the index) being preceded by asterisks; and (4) brief annotations take the place of RIE abstracts when it is felt that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation also includes the publication date, article title, personal author(s), abbreviated journal title, and information on the volume, number, and pages.

The CIJE citations in this bibliography, as well as the RIE citations, appear in numerical order (i.e., by accession number) in the text. Please note that there are two CIJE entries per page.

All CIJE entries are referenced in the subject index by major descriptors and are preceded by the prefix EJ rather than ED. Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

ORDERING INFORMATION

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ERIC/CRESS Acquisitions
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Box 3AP
Las Cruces, New Mexico 88001

PART I: CITATIONS FROM RESEARCH IN EDUCATION

ACCESSION NUMBER: ED039530

PUBLICATION DATE: MAR 70

TITLE: THE RELATION OF A TEST OF ENGLISH AS A SECOND LANGUAGE TO MEASURES OF INTELLIGENCE, ACHIEVEMENT, AND ADJUSTMENT IN A SAMPLE OF AMERICAN INDIAN STUDENTS.

PERSONAL AUTHOR: SCOON, ANNABELLE R.; BLANCHARD, JOSEPH D.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BILINGUAL STUDENTS; CULTURAL FACTORS; *ENGLISH (SECOND LANGUAGE); *LANGUAGE TESTS; *SECOND LANGUAGE LEARNING; *TESTING

IDENTIFIER: IOWA TEST OF EDUCATIONAL DEVELOPMENT; ITED; *TEST OF ENGLISH AS A FOREIGN LANGUAGE; TOEFL

DESCRIPTIVE NOTE: 44P.; PAPER GIVEN AT THE FOURTH ANNUAL TESOL CONVENTION, SAN FRANCISCO, CALIFORNIA, MARCH 18-21. 1970

THIS REPORT DISCUSSES THE TYPES AND RESULTS OF TESTS USED ON 142 "REASONABLY REPRESENTATIVE" AMERICAN INDIAN BILINGUAL STUDENTS AT THE INSTITUTE OF AMERICAN INDIAN ARTS IN SANTA FE, NEW MEXICO. MAJOR HYPOTHESES OF THE STUDY WERE THAT (1) THERE IS A FACTOR IN THE ABILITIES OF AN ENGLISH-AS-A-SECOND-LANGUAGE SPEAKER WHICH CAN BE ISOLATED AS ENGLISH LANGAUGE ABILITY; (2) A LOW TOEFL (TEST OF ENGLISH AS A FOREIGN LANGUAGE) SCORE WILL OCCUR WITH POOR ADJUSTMENT SCORES; AND (3) THERE WILL BE A SIGNIFICANT DIFFERENCE IN THE MEAN SCORES OF THE TWO INTELLIGENCE TESTS USED (THE OTIS GAMMA VERBAL AND THE CHICAGO NONVERBAL). RESULTS SEEM TO WARRANT TWO CONCLUSIONS: (1) THE TOEFL IS A VALID MEASURE OF ENGLISH LANGUAGE SKILL OF AMERICAN INDIAN STUDENTS; RESULTS ARE CLOSE ENOUGH TO THOSE OF THE NON-NATIVE SPEAKERS OF ENGLISH FOR WHOM THE TEST WAS WRITTEN TO SUGGEST STRONGLY THAT SIMILAR ABILITIES ARE BEING MEASURED; AND (2) SINCE THE TOEFL AND ITED (IOWA TEST OF EDUCATION DEVELOPMENT) DO NOT FACTOR OUT INTO DIFFERENT FACTORS, ITED ALSO MEASURES LANGUAGE ABILITY. ITED MAY BE TOO HARD FOR THE STUDENTS, HOWEVER. IT IS RECOMMENDED THAT AMERICAN INDIAN STUDENTS BE GIVEN THE SAME CONSIDERATION AS FOREIGN STUDENTS, WITH INTENSIVE OR SEMI-INTENSIVE INSTRUCTION IN ENGLISH AS NEED, AND ADJUSTMENT OF COURSE LOAD IF INDICATED. (AMM)

ACCESSION NUMBER: ED039582

PUBLICATION DATE: JAN 70

TITLE: RURAL AND CITY INDIANS IN MINNESOTA PRISONS.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CORRECTIONAL EDUCATION; *CORRECTIONAL REHABILITATION; CORRECTIVE INSTITUTIONS; DELINQUENT REHABILITATION; ETHNIC GROUPS; PRISONERS; REHABILITATION PROGRAMS

DESCRIPTIVE NOTE: 49P.

WHATEVER THE REASON, TROUBLE WITH THE LAW IS A MATTER OF CONSIDERABLE IMPORTANCE TO CONTEMPORARY INDIAN AMERICANS. THIS STUDY, A COMPONENT OF HAVIGHURST'S NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SEEKS TO GAIN A BETTER UNDERSTANDING OF INDIAN OFFENDERS IN MINNESOTA. DATA CONCERNING NEW COURT COMMITMENTS FROM JULY 1, 1967 THROUGH JUNE 30, 1968, ARE PRESENTED AND ANALYZED. THE CHARACTERISTICS OF INDIAN NEW COURT COMMITMENTS ARE DESCRIBED ACCORDING TO AGE, SEX, OFFENSES, RESIDENCE BY COUNTY AND STATE, FAMILY SITUATION, LEVEL OF INTELLIGENCE, EMPLOYMENT STATUS, AND PRIOR PSYCHIATRIC TREATMENT. A BRIEF EVALUATION OF AND SUGGESTIONS FOR IMPROVING AMERICAN INSTITUTIONS, SPECIFICALLY CORRECTIONAL INSTITUTIONS, ARE COMPILED INTO A DOZEN RESPONSES PERTINENT TO MINNESOTA INDIANS AND BASED ON THE COLLECTED DATA. THE REPORT CONCLUDES WITH A TELESCOPIC EXPOSITION OF ONE SUCH RESPONSE, I.E., PROJECT NEWGATE, WHICH IS AN EXPERIMENTAL TEST OF THE PROPOSITION THAT HIGHER EDUCATION CAN BE AN EFFECTIVE INSTRUMENT OF REHABILITATION IN CORRECTIONAL INSTITUTIONS. A PROPOSAL FOR INDIAN PROJECT NEWGATE AS A SUPPLEMENT TO THE ORIGINAL NEWGATE IN MINNESOTA IS OUTLINED. (TL)

ACCESSION NUMBER: ED039959

PUBLICATION DATE: 70

TITLE: COMMUNITY BACKGROUND REPORTS: EDUCATION ON THE HOOPA RESERVATION, NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 2, FINAL REPORT.

PERSONAL AUTHOR: MYERS, JAMES E.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; *DISCIPLINE; DISCRIMINATORY ATTITUDES (SOCIAL); DROPOUTS; *ECONOMIC FACTORS; *EDUCATIONAL ATTITUDES; INTERVIEWS; *PARENT SCHOOL RELATIONSHIP; QUESTIONNAIRES; SALARY DIFFERENTIALS; SELF CONCEPT

IDENTIFIER: *CALIFORNIA; HOOPA INDIANS

DESCRIPTIVE NOTE: 42P.

"EDUCATION ON THE HOOPA RESERVATION" IS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. GEOGRAPHIC AND HISTORICAL DESCRIPTIONS ARE PRECEDED BY A REVIEW OF THE ECONOMY OF THE HOOPA COMMUNITY. THE PROBLEMS OF PREJUDICE, DISCRIMINATION, AND SEGREGATION IN THE COMMUNITY CONCLUDE PART I OF THE DOCUMENT. PART II REPORTS THE STATE OF EDUCATION ON THE HOOPA RESERVATION TODAY. INFORMATION FROM THE ADMINISTRATION, THE TEACHERS, THE PARENTS, THE BOARD OF TRUSTEES, AND THE TRIBAL COUNCIL WAS GATHERED BY INTERVIEW, AND STUDENTS REACTED TO A QUESTIONNAIRE. TOPICS INCLUDED IN THE INTERVIEWS AND QUESTIONNAIRE LEND THEMSELVES TO HOW EACH GROUP PERCEIVES THE SCHOOL AND CURRICULUM. RECENT EDUCATIONAL INNOVATIONS DEVELOPED WITH FEDERAL MONEY ARE ALSO DISCUSSED. A TABLE ON HIGH SCHOOL LEAVERS IS APPENDED. (LS)

ACCESSION NUMBER: ED039960

PUBLICATION DATE: 26 MAR 70

TITLE: DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS. FINAL REPORT.

PERSONAL AUTHOR: EDINGTON, EVERETT D.

DESCRIPTOR: ADJUSTMENT PROBLEMS; ADULT EDUCATION; *AMERICAN INDIANS; COUNSELING; CULTURAL FACTORS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROGRAMS; *EVALUATION; *JOB PLACEMENT; OCCUPATIONAL CHOICE; OCCUPATIONAL GUIDANCE; TABLES (DATA); TRIBES; VALUES; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; VOCATIONAL INTERESTS; WORK ATTITUDES

DESCRIPTIVE NOTE: 59P.; SUMMARIES OF CONFERENCE PROCEEDINGS (UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, AUGUST 18-22, 1969)

AS A FINAL REPORT OF AN INSTITUTE INVOLVING 58 PARTICIPANTS (INCLUDING 15 INDIANS), THIS DOCUMENT PROVIDES A SUMMARY OF WORKSHOP PROCEEDINGS, ALONG WITH CONCLUSIONS AND RECOMMENDATIONS OF THE INSTITUTE. IN ADDITION, AN EVALUATION OF THE INSTITUTE IS DIVIDED INTO 2 PHASES: (1) THE PHASE WHEREIN PRE- AND POST-TESTS WERE ADMINISTERED TO PARTICIPANTS TO DETERMINE IF THEIR ATTITUDES REGARDING INDIAN VALUES COULD BE CHANGED AS A RESULT OF THE WORKSHOP AND (2) THE PHASE WHEREIN A FOLLOW-UP INTERVIEW 6 MONTHS FOLLOWING THE INSTITUTE WAS CONDUCTED WITH 11 OF THE PARTICIPANTS TO EVALUATE THE WORKSHOP AND TO DETERMINE ANY EFFECT WHICH THE INSTITUTE HAD ON PROGRAMS IN VOCATIONAL EDUCATION FOR INDIANS. CONCLUSIONS RELATING TO THE PRE- AND POST-TESTS ON INDIAN VALUES AS PERCEIVED BY PARTICIPANTS ARE PRESENTED, ALONG WITH TABLES OF DATA ON EACH OF THE 10 INDIAN VALUES EXAMINED. CONCLUSIONS REGARDING THE PARTICIPANT FOLLOW-UP ARE ALSO GIVEN IN TERMS OF THE 12 SPECIFIC RECOMMENDATIONS MADE AT THE INSTITUTE--WITH THE GENERAL CONSENSUS AMONG THE 11 PARTICIPANTS BEING THAT THE WORKSHOP WAS A SUCCESS AND THAT, AS A RESULT, A NUMBER OF PROGRAMS OF A DIFFERENT NATURE HAD BEEN INITIATED TO SERVE BETTER THE OCCUPATIONAL EDUCATION NEEDS OF AMERICAN INDIANS. PROCEEDINGS OF THE INSTITUTE ARE REPORTED IN FULL IN A RELATED DOCUMENT, ED 031 614. (FL/GC)

ACCESSION NUMBER: ED039975

PUBLICATION DATE: JAN 70

TITLE: PONCA CITY AND WHITE EAGLE, OKLAHOMA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 4, FINAL REPORT.

PERSONAL AUTHOR: PERKINS, LARRY M.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; DEMOGRAPHY; ECONOMIC DISADVANTAGEMENT; *EDUCATION; IMPROVEMENT; INCOME; *LEADERSHIP; POVERTY PROGRAMS; SOCIAL DISCRIMINATION; *SOCIOECONOMIC INFLUENCES; STEREOTYPES

IDENTIFIER: *OKLAHOMA

DESCRIPTIVE NOTE: 14P.

AS PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION CONDUCTED IN 1968-69-70, THIS FINAL REPORT DEALS WITH ECONOMY, EDUCATION, DEMOGRAPHY, AND EMPLOYMENT OF INDIANS IN THE COMMUNITIES OF PONCA CITY AND WHITE EAGLE, OKLAHOMA. THE STUDY EMPHASIZED THE ATTITUDES OF THE PEOPLE IN PONCA CITY REGARDING EDUCATION FOR ALL STUDENTS ENROLLED IN THE HIGH SCHOOL. IT WAS NOTED THAT THE INDIAN COMMUNITIES WITH NEW LEADERSHIP WERE DEVELOPING AWARENESS AMONG THE GENERAL POPULATION ABOUT PROBLEMS WHICH CONCERNED THE INDIAN PEOPLE. IT WAS ALSO REPORTED THAT THE WHITE EAGLE DEVELOPMENT ASSOCIATION, FUNDED THROUGH THE EPISCOPAL CHURCH IN THE PAST AND NOW THROUGH NATIONAL ENDOWMENT FOR THE HUMANITIES, HAS GIVEN RISE TO THE MOST VISIBLE AND VOCAL INDIAN GROUP IN THE AREA. THE REPORT INCLUDES A DISCUSSION OF THE CLOSING OF WHITE EAGLE SCHOOL, WHICH SERVED THE INDIAN COMMUNITY FOR YEARS, IN SPITE OF OPPOSITION POSED BY INDIAN PARENTS. ALSO INCLUDED ARE A THUMBNAIL SKETCH OF PONCA CITY SCHOOLS FROM THE REPORTS OF THE BOARD OF EDUCATION, A MAP OF INDIAN RESIDENTIAL AREAS, AND 4 PAGES OF 1966 COMMUNITY AUDIT REPORTS. (EL)

ACCESSION NUMBER: ED039976

PUBLICATION DATE: JAN 70

TITLE: COMMUNITY BACKGROUND REPORTS: PAWNEE, OKLAHOMA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 3, FINAL REPORT.

PERSONAL AUTHOR: PERKINS, LARRY M.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CITY DEMOGRAPHY; *COMMUNITY CHARACTERISTICS; ECONOMIC OPPORTUNITIES; *EDUCATION; EDUCATIONAL NEEDS; EMPLOYMENT OPPORTUNITIES; HISTORY; HOUSING; INCOME; NEGROES; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *OKLAHOMA; PAWNEE

DESCRIPTIVE NOTE: 18P.

A THIRD PAPER OF THE FIRST SERIES (COMMUNITY BACKGROUNDS OF EDUCATION IN THE COMMUNITIES WHICH HAVE BEEN STUDIED) CONTRIBUTES TO THE FINAL REPORT OF A NATIONAL STUDY OF AMERICAN INDIAN EDUCATION AND RELATES TO PAWNEE (PAWNEE COUNTY), OKLAHOMA. ECONOMIC, SOCIAL, AND DEMOGRAPHIC DATA ARE PRESENTED FOR INDIAN, NEGRO, AND "WHITE" SUBGROUPS OF THE POPULATION OF PAWNEE CITY. ADDITIONALLY, THE HISTORICAL, EDUCATIONAL, AND DEVELOPMENTAL ASPECTS OF THE COMMUNITY ARE DELINEATED. THE TEXT INCLUDES 2 MAPS, 3 TABLES, AND A BIBLIOGRAPHY. (AL)

ACCESSION NUMBER: ED039977

PUBLICATION DATE: AUG 69

TITLE: EDUCATION OF URBAN INDIANS: LUMBEE INDIANS IN BALTIMORE. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES II, NO. 3.

PERSONAL AUTHOR: PECK, JOHN GREGORY

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *DISADVANTAGED YOUTH; *EDUCATIONAL ENVIRONMENT; HISTORY; INCOME; SCHOOLS; *SOCIOECONOMIC BACKGROUND; TRANSIENT CHILDREN; *URBAN SCHOOLS

IDENTIFIER: LUMBEE INDIANS; *MARYLAND

DESCRIPTIVE NOTE: 11P.

AS ONE OF THE FINAL REPORTS OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS PAPER IS DEVOTED TO THE LUMBEE INDIAN LIVING IN BALTIMORE, MARYLAND. THE HISTORY OF THE LUMBEE'S MIGRATION WHICH LED TO THE PRESENT-DAY PERMANENT SETTLEMENT IS PROVIDED, ALONG WITH FACTORS SUCH AS POPULATION MOBILITY, PARENTAL ATTITUDES TOWARD THE SCHOOLS, AND STUDENT ASPIRATIONS. TWO INTERVIEWS CONCERNING THE INDIAN STUDENT AND DESCRIPTIONS OF THE SCHOOLS THAT THE INDIANS ATTEND ARE INCLUDED. AN APPENDIX AND MAPS CONCLUDE THE REPORT. (LS)

ACCESSION NUMBER: ED039985

PUBLICATION DATE: AUG 69

TITLE: THE PEDAGOGICAL SITUATION IN THE NORTH WITH SPECIAL REFERENCE TO ALASKA AND THE LAPPS IN NORWAY.

PERSONAL AUTHOR: COOMBS, L. MADISON; BOON, INEZ

DESCRIPTOR: ACCULTURATION; ADULT EDUCATION; *AMERICAN INDIANS; *CROSS CULTURAL STUDIES; CURRICULUM; *EDUCATIONAL ENVIRONMENT; EDUCATIONAL OBJECTIVES; *ESKIMOS; LANGUAGE HANDICAPS; LIVING STANDARDS; MULTIMEDIA INSTRUCTION; *NORWEGIAN; TEACHER EDUCATION

IDENTIFIER: ALASKA; *NORTHERN REGIONS; NORWAY

DESCRIPTIVE NOTE: 10P.; BACKGROUND PAPER FOR CONFERENCE ON CROSS-CULTURAL EDUCATION IN THE NORTH (MONTREAL, CANADA, AUGUST 1969)

THERE ARE 2 PAPERS COMBINED UNDER THIS TITLE, THE FIRST BEING SPECIFIC TO THE ALASKAN AND THE SECOND TO THE LAPPS OF NORTHERN NORWAY. LANGUAGE DIFFICULTIES WERE CITED AS BEING PREVALENT IN BOTH SITUATIONS. ENGLISH WAS REPORTED TO BE THE SECOND LANGUAGE FOR THE ALASKAN, WHILE NORWEGIAN (WHICH IS COMPLETELY DIFFERENT FROM THE LAPPISH LANGUAGE) WAS THE TONGUE SPOKEN IN THOSE SCHOOLS. CULTURAL DIFFERENCES WERE MENTIONED AS A MAJOR FACTOR IN EDUCATION. GEOGRAPHIC ISOLATION WAS SIGNIFICANT IN ALASKA, WHILE THE LAPPS WERE SLOW TO UNDERSTAND THE VALUE OF EDUCATION. COOMBS, CONCERNED WITH THE EDUCATIONAL DEFICITS CITED IN THE COLEMAN REPORT OF 1966, SUGGESTED VICARIOUS EXPERIENCES FOR THE STUDENTS THROUGH MULTIMEDIA INSTRUCTION, IMPROVED TEACHING OF ENGLISH, MORE NATIVE TEACHERS AND MORE CROSS-CULTURALLY ADEPT NON-NATIVE TEACHERS, IMPROVED TRAINING AND SELECTION OF TEACHERS, PROGRAM DEVELOPMENT, ADULT EDUCATION, COMMUNITY INVOLVEMENT, AND MORE INTERACTION WITH THE REST OF THE WORLD. BOON NOTED THE NEED FOR BETTER LANGUAGE INSTRUCTION, AN UPGRADING OF THE LAPP ECONOMY, AND A NARROWING OF THE GAP BETWEEN THE GOALS OF EDUCATION AND THE GOALS OF THE LAPP FAMILY UNIT. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (BD)

AVAILABILITY: THE ARCTIC INSTITUTE OF NORTH AMERICA, 3458 REDPATH STREET, MONTREAL 25, P.Q. CANADA ($0.75)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: FD039988

PUBLICATION DATE: MAR 70

TITLE: THE FEDERAL DAY SCHOOL AS AN ACCULTURATIONAL AGENT FOR SEMINOLE INDIAN CHILDREN.

PERSONAL AUTHOR: KERSEY, HARRY A., JR.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; *ATTENDANCE; CONVENTIONAL INSTRUCTION; CULTURAL ENVIRONMENT; *CULTURAL FACTORS; DROPOUTS; ECONOMICALLY DISADVANTAGED; *ELEMENTARY SCHOOLS; EVALUATION; FAMILY LIFE; FEDERAL PROGRAMS; HEALTH; SCHOOL HOLDING POWER; SOCIALLY DISADVANTAGED; SPECIAL EDUCATION; SPEECHES; STUDENT ALIENATION; TEACHING QUALITY

IDENTIFIER: FLORIDA; *SEMINOLE INDIANS

DESCRIPTIVE NOTE: 10P.; PAPER DELIVERED AT MEETING OF AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (MINNEAPOLIS, MARCH 1970)

BIG CYPRESS SEMINOLE INDIAN RESERVATION IN FLORIDA WAS THE SITE FOR THIS FIELD RESEARCH INTENDED (1) TO INVESTIGATE THE ELEMENTS OF PRESENT-DAY CULTURAL PRACTICES WHICH IMPEDE THE EDUCATIONAL DEVELOPMENT OF THE CHILDREN AND (2) TO GAUGE THE IMPACT OF THE FEDERAL DAY SCHOOL IN PREPARING INDIAN CHILDREN FOR THE TRANSITION TO PUBLIC SCHOOLING. THE STUDY WAS ALSO DIRECTED AT THOSE AREAS IN WHICH SPECIAL SERVICES WERE NEEDED TO IMPROVE THE SCHOOL PROGRAM. METHODOLOGY EMPLOYED IN THE STUDY WAS THAT OF THE PARTICIPANT OBSERVER IN THE INDIAN COMMUNITY. THE TARGET AREA FOR THIS STUDY WAS THE AHFACHKEE ELEMENTARY DAY SCHOOL, ESTABLISHED IN 1940 BY THE BUREAU OF INDIAN AFFAIRS AS A THATCHED ROOF HUT AND NOW REPLACED BY A WELL-EQUIPPED, AIR-CONDITIONED, 2-CLASSROOM STRUCTURE WITH AN ENROLLMENT OF 40 (1968-69) AND 2 TEACHERS AND A TEACHER AIDE. THE STUDY POINTS OUT THE PERSONALIZED ATMOSPHERE THE FEDERAL DAY SCHOOL PROVIDES FOR THE CHILDREN, WHICH RESULTS IN HIGH ATTENDANCE BUT IS CONTRASTED BY THE HIGH DROPOUT RATE WHEN THEY TRANSFER TO THE PUBLIC SCHOOL IN CLEWISTON AS THEY ENTER THE FIFTH GRADE. A TYPICAL DAY AT AHFACHKEE IS DESCRIBED, AND EVALUATIVE REMARKS ARE MADE OF THE ACADEMIC PROGRAM. THE EDUCATIONAL FUTURE OF SEMINOLES ON BIG CYPRESS IS ALSO DISCUSSED. (EL)

ACCESSION NUMBER: ED039990

PUBLICATION DATE: MAY 67

TITLE: ENGLISH-AS-A-SECOND-LANGUAGE METHODS IN THE EDUCATION OF THE BILINGUAL CHILD.

PERSONAL AUTHOR: CLEMONS, ELINOR D.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BILINGUAL STUDENTS; CULTURE CONFLICT; EMPATHY; *ENGLISH (SECOND LANGUAGE); INTEGRATED CURRICULUM; *LANGUAGE DEVELOPMENT; MATHEMATICAL CONCEPTS; PARENT SCHOOL RELATIONSHIP; SPANISH SPEAKING; *STUDENT ADJUSTMENT; VERBAL COMMUNICATION

DESCRIPTIVE NOTE: 30P.

TO FACILITATE THE EDUCATION OF THE BILINGUAL CHILD (PARTICULARLY THE INDIAN OR SPANISH-SPEAKING ONE), METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE SHOULD BE APPLIED AT ALL EDUCATIONAL LEVELS AND IN ALL AREAS OF LEARNING. THE BILINGUAL STUDENT'S ACADEMIC SUCCESS IS CLOSELY RELATED TO HIS ABILITY TO UNDERSTAND AND TO USE THE DOMINANT LANGUAGE. THE IDEAL SITUATION WOULD BE AN INTEGRATED STUDIES PROGRAM WHEREIN TEACHERS FROM ALL DISCIPLINES WOULD WORK TOGETHER TO ASSIST THE BILINGUAL STUDENT IN LANGUAGE DEVELOPMENT BY PREPARING VOCABULARY LISTS, BOOK LISTS, AND PROCEDURAL GUIDES. GENERAL EMPHASIS WOULD BE ON TEACHING IN WAYS WHICH WILL REINFORCE AND INCREASE LANGUAGE SKILLS WHILE ESTABLISHING SUBJECT MATTER IN THE MINDS OF THE STUDENTS. INVOLVING PARENTS AND THE BILINGUAL COMMUNITY IN ACTIVITIES OF THE SCHOOL CAN HELP THE CHILD ADJUST TO THE SCHOOL SETTING AND WILL REDUCE CULTURAL INTERFERENCE AT HOME. A SELECTED BIBLIOGRAPHY OF TEXTUAL MATERIALS AND METHODOLOGY SOURCES IS APPENDED. (JH)

ACCESSION NUMBER: ED039991

PUBLICATION DATE: MAY 70

TITLE: MATERIALS ON INDIANS OF NORTH AMERICA. AN ANNOTATED LIST FOR CHILDREN.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BOOK REVIEWS; CHILDRENS BOOKS; *CURRICULUM ENRICHMENT; *FOLKLORE BOOKS; LIBRARY MATERIAL SELECTION; *LITERATURE; RESOURCE MATERIALS; SHORT STORIES; TRIBES

DESCRIPTIVE NOTE: 15P.

IN AN ATTEMPT TO PRESENT A VARIETY OF EFFECTIVE LITERARY APPROACHES AND TO FACILITATE AN APPRECIATION OF THE NORTH ANERICAN INDIAN IN THE DEVELOPMENT OF OUR CIVILIZATION, THIS ANNOTATED LIST WAS COMPILED AND ARRANGED BY BROAD CULTURAL AREA CLASSIFICATION. SOME 86 CITATIONS OF MATERIALS PUBLISHED BETWEEN 1931 AND 1970 ARE LISTED UNDER THE FOLLOWING HEADINGS: (1) BACKGROUND READING ON THE NORTH AMERICAN INDIAN, (2) CALIFORNIA, (3) ESKIMO, (4) EASTERN AND NORTHERN WOODLAND, (5) NORTHWEST COAST, (6) PLAINS, (7) SOUTHEAST, (8) SOUTHWEST, AND (9) WISCONSIN--CENTRAL WOODLAND. EACH ENTRY IS CODED WITH REFERENCE TO INTENDED USE (I.E., BASIC, CURRICULUM ENRICHMENT, CURRENT, EXHIBIT, AUDIOVISUAL, BIBLIOGRAPHICAL, VERTICAL FILE), AND APPROPRIATE READING LEVELS (KINDERGARTEN THROUGH ADULT) ARE INDICATED AFTER EACH CITATION. A BRIEF LISTING OF AUDIOVISUAL MATERIALS AND A LIST OF ADDITIONAL BIBLIOGRAPHIES ON INDIANS ARE ALSO INCLUDED. (EL)

ACCESSION NUMBER: ED039992

PUBLICATION DATE: FEB 70

TITLE: INDIAN AMERICANS IN ST. PAUL. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES II, NO. 4, INTERIM REPORT.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; WOODS, RICHARD G.

DESCRIPTOR: *ADJUSTMENT (TO ENVIRONMENT); AGENCY ROLE; *AMERICAN INDIANS; ATTITUDES; BACKGROUND; *COMMUNITY; EDUCATION; EMPLOYMENT; FAMILY LIFE; HOUSING; LEADERSHIP; MIGRATION; *PROGRAMS; QUESTIONNAIRES; RELOCATION; SOCIOECONOMIC INFLUENCES; *URBAN CULTURE; YOUTH

IDENTIFIER: *MINNESOTA; SAINT PAUL

DESCRIPTIVE NOTE: 50P.

AS PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS INTERIM REPORT IS ONE OF SEVERAL WHICH DEAL WITH THE APPROXIMATELY 4000 INDIANS OF ST. PAUL, MINNESOTA, WHERE 3 MAJOR TRIBAL GROUPS (CHIPPEWA, SIOUX, AND WINNEBAGO) ARE CONCENTRATED IN 3 AREAS OF THE CITY. EFFORTS TO DEVELOP SOCIAL ORGANIZATIONS WITH INDIAN LEADERSHIP IN ORDER TO KEEP TIES WITH TRIBAL CUSTOMS AND TO ADJUST THEMSELVES TO URBAN LIFE WERE POINTED OUT. THE PRIMARY CONCERN OF THIS SURVEY, CONDUCTED BY STUDENTS OF MACALESTER COLLEGE AMONG 48 INDIAN ADULTS, WAS THE INDIANS' ADAPTATION TO URBAN LIVING. METHODOLOGY WAS A DOOR-TO-DOOR SOLICITATION OF RESPONSES TO A QUESTIONNAIRE RELATING TO SOCIAL ADJUSTMENT AND ATTITUDES OF ADULTS TOWARD YOUNG PEOPLE. IT WAS TENTATIVELY CONCLUDED THAT THE ENVIRONMENT IN THE CITY AND THE ACCEPTANCE OF INDIANS BY THE GENERAL POPULATION SERVED AS A MAJOR IMPETUS IN THE INDIANS' ADJUSTMENT TO URBAN LIFE. THE SURVEY INSTRUMENT UTILIZED IN THE STUDY, ALONG WITH TABLES SHOWING BACKGROUND INFORMATION OF ST. PAUL INDIAN RESIDENTS, IS APPENDED. (EL)

ACCESSION NUMBER: ED039998

PUBLICATION DATE: JUN 70

TITLE: "TO CIVILIZE THE INDIAN...": A SURVEY OF THE EDUCATIONAL PHILOSOPHY AND PROGRAMS OF THE BUREAU OF INDIAN AFFAIRS SINCE 1928.

PERSONAL AUTHOR: WOPAT, PRISCILLA

DESCRIPTOR: *ADMINISTRATION; *AGENCY ROLE; *AMERICAN INDIANS; *EDUCATION; *FEDERAL GOVERNMENT; FEDERAL LEGISLATION; GOVERNMENT EMPLOYEES; MASTERS THESES; PROGRAMS; RESEARCH; SURVEYS

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 325P.; MASTER'S THESIS SUBMITTED TO THE UNIVERSITY OF WISCONSIN, MADISON

AN EXAMINATION OF THE VARIED APPROACHES TO EDUCATE AND ASSIMILATE THE AMERICAN INDIAN INTO THE MAINSTREAM OF AMERICAN LIFE BY THE FEDERAL GOVERNMENT FROM 1928 THROUGH 1964 IS PRESENTED IN THIS THESIS WHICH PROVIDES BACKGROUND REGARDING PROGRAMS INITIATED BY EACH FEDERAL ADMINISTRATION IN OFFICE DURING THIS PERIOD. NOTABLE CHANGES OCCURRING DURING THIS 36-YEAR PERIOD ARE POINTED OUT BY THE STUDY AND ARE DIVIDED INTO 4 MAJOR PHASES: (1) THE YEARS OF THE MERIAM STUDY, 1928-1933, WHICH RECOMMENDED A CHANGE IN POINT OF VIEW FOR THE INDIAN IN THE PROCESS OF EDUCATION; (2) THE JOHN COLLIER ADMINISTRATION OF THE BUREAU OF INDIAN AFFAIRS (BIA), DURING 1933-1944, WHICH BROUGHT ABOUT THE INDIAN REORGANIZATION ACT THAT PROVIDED SELF-GOVERNING RIGHTS FOR THE INDIANS; (3) THE PERIOD OF 1945-1960, WHICH IS NOTED FOR REORGANIZATION OF THE ADMINISTRATIVE STRUCTURE OF THE BIA AND THE SUGGESTION OF TERMINATION OF FEDERAL RESPONSIBILITY; AND (4) THE EARLY 1960'S WITH A NEW ADMINISTRATION AND A NEW EVALUATION OF BIA PROGRAMS BY THE FEDERAL TASK FORCE. (EL)

ACCESSION NUMBER: ED040004

PUBLICATION DATE: 70

TITLE: AMERICAN INDIANS, AN ANNOTATED BIBLIOGRAPHY OF SELECTED LIBRARY RESOURCES.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ARTISTS; AUDIOVISUAL AIDS; CULTURAL CONTEXT; *EDUCATIONAL RESOURCES; HANDICRAFTS; HUMAN RESOURCES; *INSTRUCTIONAL MATERIALS; *LIBRARY MATERIALS

DESCRIPTIVE NOTE: 171P.

PARTICIPANTS IN THE LIBRARY SERVICES INSTITUTE FOR MINNESOTA INDIANS COMPILED AN ANNOTATED BIBLIOGRAPHY OF MATERIALS ABOUT AMERICAN INDIANS WHICH HAD BEEN EVALUATED FROM AN INDIAN FRAME OF REFERENCE. MATERIALS WERE EVALUATED IN TERMS OF ARTISTIC QUALITY, READER APPEAL, AND POTENTIAL CONTRIBUTION TO THE STUDY OF AMERICAN INDIANS. INCLUDED IN THE BIBLIOGRAPHY ARE OVER 500 ENTRIES REPRESENTING LIBRARY BOOKS CLASSIFIED BY EDUCATIONAL LEVEL, PAMPHLETS AND PERIODICALS, FILMS AND FILMSTRIPS, PICTURES AND PHOTOGRAPHS, MAPS, SLIDES, AND RECORDS. MOST OF THE MATERIALS WERE PUBLISHED SINCE 1960, ALTHOUGH SOME DATE BACK AS FAR AS THE 1930'S. NAMES AND ADDRESSES OF INDIAN CRAFTSMEN IN MINNESOTA, CONTEMPORARY INDIAN ARTISTS, MUSEUMS WITH PERMANENT EXHIBITS OF INDIAN ARTIFACTS, AND SPEAKERS KNOWLEDGEABLE IN PHASES OF INDIAN AFFAIRS AND HISTORY ARE ALSO INCLUDED. (JH)

ACCESSION NUMBER: ED040231

PUBLICATION DATE: DEC 69

TITLE: PROBLEMS OF CROSS-CULTURAL EDUCATIONAL RESEARCH AND EVALUATION: THE ROUGH ROCK DEMONSTRATION SCHOOL.

PERSONAL AUTHOR: HARKINS, ARTHUR, ED.; WOODS, RICHARD, ED.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; ANTHROPOLOGY; BICULTURALISM; BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *CROSS CULTURAL STUDIES; *EVALUATION CRITERIA; *EXPERIMENTAL SCHOOLS; PARENT PARTICIPATION; PROGRAM EVALUATION; RESEARCH PROBLEMS

IDENTIFIER: *NAVAJO INDIANS; ROUGH ROCK DEMONSTRATION SCHOOL

DESCRIPTIVE NOTE: 26P.

THIS REPORT CONTENDS THAT THE PRELIMINARY NEGATIVE EVALUATION OF THE ROUGH ROCK DEMONSTRATION SCHOOL (RRDS) WAS DUE MORE TO THE INVESTIGATORS' CULTURE SHOCK THAN THE ACTUAL SITUATION. RRDS, AN EXPERIMENTAL SCHOOL, IS UNUSUAL IN THAT IS ADMINISTERED MAINLY BY NAVAJOS. THUS THE APPEARANCE OF THIS SCHOOL, WHICH OFFERS A BILINGUAL AND BICULTURAL EDUCATIONAL PROGRAM, REFLECTS THE ATTITUDES AND CUSTOMS OF ITS NATIVE ADMINISTRATION. THE PROBLEMS OF CROSS-CULTURAL STUDIES AND EVALUATIONS ARE DISCUSSED ALONG WITH SPECIFIC INSTANCES OF FAULTY ASSESSMENTS OF THE SCHOOL. THE PROBLEMS ENCOUNTERED IN FINDING A REPRESENTATIVE SAMPLING OF PARENTS AND STUDENTS, TRANSLATION, IMPOSING ANGLO MIDDLE CLASS VALUES ON THE NAVAJO WAY OF LIFE, PAYMENT OF POOR PEOPLE FOR SERVICES, COMMUNITY RELATIONS, NEPOTISM, TEACHING ENGLISH AS A SECOND LANGUAGE, THE DELETERIOUS EFFECTS OF TRADITIONAL DORMITORY LIFE ON NAVAJOS, AND PARENTAL INVOLVEMENT ARE PRESENTED. (KG)

ACCESSION NUMBER: ED040396

PUBLICATION DATE: 70

TITLE: ENGLISH FOR AMERICAN INDIANS: A NEWSLETTER OF THE OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; ANTHOLOGIES; BEGINNING READING; BILINGUAL EDUCATION; CULTURAL CONTEXT; *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; NAVAHO; *READING INSTRUCTION; *READING MATERIALS; *READING PROGRAMS; REFERENCE MATERIALS; SECOND LANGUAGE LEARNING; TEACHING METHODS; TENL; TEXTBOOK EVALUATION; WRITING

DESCRIPTIVE NOTE: 64P.

THIS BUREAU OF INDIAN AFFAIRS PUBLICATION FOCUSES ON THE PROBLEMS OF BEGINNING READING IN ENGLISH. RALPH ROBINETT'S "THE TEACHING OF ENGLISH READING TO AMERICAN INDIAN CHILDREN" DISCUSSES BASIC PREMISES AND APPROACHES TO READING FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE OR AS A STANDARD DIALECT. THE "INFORMATION EXCHANGE" DESCRIBES PROJECTS AND REPORTS PRIMARILY CONCERNED WITH THE NAVAJO--A READING STUDY, A READING SURVEY, A KINDERGARTEN PROGRAM, AND AN ORTHOGRAPHY CONFERENCE. REVIEWED ALSO ARE ARTICLES BY ROGER SHUY, WILLIAM LABOV, AND RONALD WARDHAUGH, AND AN ANTHOLOGY EDITED BY A. C. AARONS, B. Y. GORDON, AND W. A. STEWART. THE SUBJECTS REVIEWED COVER READING MATERIALS, PROBLEMS, AND INSTRUCTION, AND LINGUISTIC-CULTURAL DIFFERENCES IN AMERICAN EDUCATION. THE "MATERIALS" SECTION DESCRIBES THE SULLIVAN PROGRAMMED READERS, THE MIAMI LINGUISTIC READERS, THE ALASKAN READERS, AND READERS FOR CHEROKEE, HOPI, AND APACHE. SEE ED 026 629, ED 027 546, AND ED 029 298 FOR THE FIRST THREE "ENGLISH FOR AMERICAN INDIANS" PUBLICATIONS. (AMM)

ACCESSION NUMBER: ED040776

PUBLICATION DATE: AUG 69

TITLE: CROSS-CULTURAL EDUCATION IN THE NORTH AND ITS IMPLICATIONS FOR PERSONAL IDENTIFY: THE CANADIAN CASE.

PERSONAL AUTHOR: SINDELL, PETER S.; WINTROB, RONALD M.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; *CHANGE AGENTS; *CROSS CULTURAL STUDIES; CULTURAL FACTORS; EDUCATIONAL PROBLEMS; ESKIMOS; GOVERNMENT ROLE; MINORITY GROUPS; RURAL AREAS; SELF CONCEPT; *SELF ESTEEM; STUDENT EVALUATION; VALUES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 13P.; BACKGROUND PAPER FOR CONFERENCE ON CROSS-CULTURAL EDUCATION IN THE NORTH (MONTREAL, CANADA, AUGUST 1969)

IN EXAMINING THE ESKIMO AND INDIAN POPULATIONS OF THE CANADIAN NORTH, THE ARCTIC, AND THE SUBARCTIC FOR RELATIONSHIPS BETWEEN EDUCATION AND PERSONAL IDENTITY, THE AUTHORS (1) DESCRIBE THE WAYS IN WHICH SOCIAL AND CULTURAL TRENDS HAVE AFFECTED EDUCATION; (2) STUDY THE INDIVIDUAL FOR WAYS IN WHICH PROLONGED EXPOSURE TO FORMAL EDUCATION AFFECTS STUDENTS' VALUES, ATTITUDES, ASPIRATION, AND SELF-ESTEEM; AND (3) DESCRIBE IMPLICATIONS DRAWN FROM THEIR FINDINGS FOR EDUCATIONAL POLICY FOR THE CANADIAN NORTH. PARTICULAR TOPICS INCLUDE GOVERNMENTAL INTERVENTION, MINORITY GROUP STATUS, CULTURAL REPLACEMENT, PSYCHOLOGICAL EFFECTS, AND IDENTITY CONFLICT. SUGGESTED CHANGES ARE TO INCREASE THE VALIDATION OF THE STUDENT'S SELF-IMAGE AND HIS SELF-ESTEEM AS AN INDIAN OR ESKIMO AND TO INCREASE THE EFFECTIVE INVOLVEMENT OF INDIAN AND ESKIMO ADULTS IN THE FORMULATION OF EDUCATIONAL POLICY FOR THEIR CHILDREN. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (BD)

AVAILABILITY: THE ARCTIC INSTITUTE OF NORTH AMERICA, 3458 REDPATH STREET, MONTREAL 25, P.Q. CANADA ($0.75)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040778

PUBLICATION DATE: 68

TITLE: EDUCATION REVIEW 1966-67. NORTHWEST TERRITORIES AND ARCTIC QUEBEC.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *ANNUAL REPORTS; *CURRICULUM; *EDUCATIONAL DEVELOPMENT; *ESKIMOS; PLANNING; PRIVATE FINANCIAL SUPPORT; RESEARCH; TEACHERS; VOCATIONAL EDUCATION

IDENTIFIER: ARCTIC QUEBEC; NORTHWEST TERRITORIES

DESCRIPTIVE NOTE: 27P.

THE 1966-67 SCHOOL YEAR WAS DESCRIBED IN THIS REPORT, WHICH STARTS WITH A DESCRIPTIVE COMMENT ABOUT THE PUPILS, THEIR DISTRIBUTION IN THE REGION, AND THE SPREAD ACROSS DIFFERENT GRADES. IT WAS NOTED THAT THE NORTHERN CURRICULUM BLENDED CONTENT WITH THE SOCIAL AND CULTURAL HERITAGE OF THE NATIVE PEOPLES AND TOOK INTO ACCOUNT DIFFERENCES BETWEEN THE VARIOUS REGIONS IN DETERMINING ADDITIONS TO THE BASIC CORE COURSES. RECRUITING OF TEACHERS WAS FACILITATED BY THE EXCESSIVE NUMBER OF APPLICATIONS RECEIVED. ALL TEACHERS SELECTED WERE FULLY QUALIFIED, USUALLY POSSESSED TEACHING EXPERIENCE, AND WERE ADAPTABLE TO A VARIETY OF ENVIRONMENTAL CONDITIONS. DURING THE SCHOOL YEAR, SEVERAL CONSTRUCTION PROJECTS WERE COMPLETED, ADDING CLASSROOM SPACE, AND PLANS WERE COMPLETED OR WORK WAS BEGUN ON A TOTAL OF 46 MORE CLASSROOMS THROUGHOUT THE REGION. IN ADDITION, A TOTAL OF 854 RESIDENTS PARTICIPATED IN VOCATIONAL EDUCATION COURSES. GRANTS, AWARDS, AND SCHOLARSHIPS WERE MADE AVAILABLE TO STUDENTS, AND ADULT EDUCATION PROGRAMS WERE PROVIDED IN A WIDE VARIETY OF SUBJECTS. THE REPORT CLOSES EXPLAINING THAT THE EDUCATIONAL SYSTEM IS THE JOINT RESPONSIBILITY OF THE CANADIAN FEDERAL GOVERNMENT AND THE GOVERNMENT OF THE NORTHWEST TERRITORIES. (BD)

AVAILABILITY: EDUCATION DIVISION, NORTHERN ADMINISTRATION BRANCH, DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT, OTTAWA, ONTARIO (CAT. NO.: R71-4/1967)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040781

PUBLICATION DATE: APR 63

TITLE: MENOMINEE: WISCONSIN'S 72ND COUNTY.

PERSONAL AUTHOR: WEIDEMANN, WAYNE H.; FUGUITT, GLENN V.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *CENSUS FIGURES; COMMUNITY CHARACTERISTICS; COUNTY OFFICIALS; EDUCATIONAL OPPORTUNITIES; EMPLOYMENT OPPORTUNITIES; *GOVERNMENT ROLE; *LOW INCOME COUNTIES; LUMBER INDUSTRY; POPULATION TRENDS; RURAL AREAS; SCHOOLS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: *WISCONSIN

DESCRIPTIVE NOTE: 38P.; POPULATION NOTE #3

MENOMINEE INDIAN RESERVATION BECAME A COUNTY AFTER THE 1960 CENSUS OF POPULATION; THEREFORE, DATA FOR THE COUNTY AS A UNIT WERE DISTRIBUTED THROUGHOUT THE CENSUS PUBLICATION AND APPEARED AS CIVIL DIVISION TABULATION. THIS 1963 REPORT ATTEMPTS TO COMPILE THESE DATA, AS WELL AS DATA FROM PREVIOUS CENSUS PUBLICATIONS, AND PRESENT THEM IN EASILY ACCESSIBLE FORM. PART I DESCRIBES THE POPULATION CHARACTERISTICS AND GIVES HISTORICAL INFORMATION ON THE CHANGE FROM A RESERVATION, ADMINISTERED BY THE BUREAU OF INDIAN AFFAIRS, TO A COUNTY. PART II DISCUSSES THE PEOPLE OF MENOMINEE COUNTY IN TERMS OF SUCH VARIABLES AS AGE, RACIAL COMPOSITION, MARITAL STATUS, FAMILY CHARACTERISTICS, EDUCATION, EMPLOYMENT, AND HOUSING. IT IS CONCLUDED THAT THE PEOPLE IN THE COUNTY FACE MANY PROBLEMS, SOME DUE TO THE SMALL POPULATION AND SOME DUE TO THE FACT THAT THE MAJOR SOURCE OF INCOME AND REVENUE IS CONCENTRATED IN THE LUMBER INDUSTRY. IT IS SUGGESTED THAT THE MENOMINEE PEOPLE MAY NEED THE CONTINUED GUIDANCE OF GOVERNMENTAL OFFICIALS OR AGENCIES WHILE THEY ARE LEARNING TO ADMINISTER THEIR OWN AFFAIRS AFTER BEING UNDER FEDERAL SUPERVISION FOR SEVERAL GENERATIONS. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AN)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040784

PUBLICATION DATE: 70

TITLE: NAVAJO BIOGRAPHIES.

PERSONAL AUTHOR: HOFFMAN, VIRGINIA; JOHNSON, BRODERICK H.

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; *CURRICULUM ENRICHMENT; FEDERAL TROOPS; *HISTORY; ILLUSTRATIONS; NAVAHO; *RESOURCE MATERIALS; SPANISH CULTURE

IDENTIFIER: *NAVAJO INDIANS

DESCRIPTIVE NOTE: 342P.

PRESENTED HERE IS A COLLECTION OF THE LIFE STORIES OF 15 FAMOUS NAVAJO LEADERS. THE DOCUMENT EXPLORES THE EVENTFUL, OFTEN TRAGIC, HISTORY OF THE NAVAJO TRIBE FROM THE TIME OF NARBONA (1773), WHEN NAVAJOLAND WAS SPANISH TERRITORY, TO THE PRESENT. THE DOCUMENT PRESENTS THIS HISTORICAL ACCOUNT IN A MANNER THAT REFLECTS THE PRIDE AND DIGNITY OF THE "DINE," AS THE NAVAJOS CALL THEMSELVES. THROUGH ALL THE BIOGRAPHIES, THERE IS A CHRONOLOGICAL CONTINUITY WHICH GIVES CLARITY TO THE HISTORY OF THE NAVAJOS AND THEIR RELATIONS WITH THE OUTSIDE WORLD. THE WRITING IS INTENDED FOR THE STUDENT AS WELL AS THE ADULT READER. ACCUMULATION OF THE INFORMATION WAS OBTAINED THROUGH INTERVIEWS WITH NAVAJO LEADERS AND DESCENDANTS OF PAST LEADERS AND THROUGH HISTORICAL DOCUMENTS. ALSO INCLUDED ARE A PRONUNCIATION GUIDE FOR NAVAJO AND SPANISH WORDS AND A BIBLIOGRAPHY FOR THE FIRST 9 BIOGRAPHIES. (EL)

AVAILABILITY: NAVAJO CURRICULUM CENTER, ROUGH ROCK DEMONSTRATION SCHOOL, ROUGH ROCK RURAL BRANCH, CHINLE POST OFFICE, CHINLE, ARIZONA 86503 ($12.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040785

PUBLICATION DATE: APR 68

TITLE: THE AMERICAN INDIAN TODAY.

PERSONAL AUTHOR: LEVINE, STUART, ED.; LURIE, NANCY OESTREICH, ED.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; CULTURE; *EDUCATION; *ETHNIC RELATIONS; HISTORY; *NATIONALISM; POLITICAL ATTITUDES; SELF CONCEPT; SOCIOECONOMIC INFLUENCES

DESCRIPTIVE NOTE: 229P.

A NATIONALISTIC MOVEMENT AMONG THE AMERICAN INDIANS IS THE FOCAL POINT OF THIS DOCUMENT. THE RENEWED DESIRE AMONG INDIANS FOR ECONOMIC SELF-DEVELOPMENT AND INCREASED ETHNIC DISTINCTIVENESS IS POINTED OUT. THE DOCUMENT REFERS TO THE NEW MOVEMENT AS THE "INDIAN RENASCENCE" AND NOTES THAT IT IS MOST EVIDENT IN THE DEVELOPMENT OF A STRONGER TRIBAL GOVERNMENT AND PAN-INDIAN (AN EXPRESSION OF A NEW IDENTITY) POLITICAL ORGANIZATION. SEVERAL TRIBES THROUGHOUT THE NATION ARE POINTED OUT AS CASES IN POINT IN THE MOVEMENT. HISTORICAL BACKGROUND OF THE INDIAN IS GIVEN, AND HIS RELATIONSHIP WITH THE FEDERAL GOVERNMENT THROUGH THE BUREAU OF INDIAN AFFAIRS IS REVIEWED. IN CONCLUSION, A BRIEF RESUME IS GIVEN ON EACH OF THE 13 AUTHORS WHOSE WORK WAS CONTRIBUTORY TO THIS DOCUMENT. (EL)

AVAILABILITY: EVERETT/EDWARDS, INC., 133 SOUTH PECAN AVENUE, DELAND, FLORIDA 32720 ($12.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040786

PUBLICATION DATE: 62

TITLE: AMERICAN INDIAN PROSE AND POETRY. AN ANTHOLOGY.

PERSONAL AUTHOR: ASTROV, MARGOT, ED.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHOLOGIES; *FOLKLORE BOOKS; LEGENDS; LITERATURE; *POETRY; *PROSE; TRIBES

DESCRIPTIVE NOTE: 366P.

IN THIS ANTHOLOGY OF TRANSLATIONS OF AMERICAN INDIAN PROSE AND POETRY, IT IS POINTED OUT THAT DIFFERENCES IN STYLES AND MENTAL ATTITUDES OF VARIOUS TRIBES ARE REFLECTED THROUGH SELF-EXPRESSION. IN KEEPING WITH THIS, THE COMPILATION IS ORGANIZED ACCORDING TO GEOGRAPHICAL REGIONS IN NORTH AND SOUTH AMERICA, INCLUDING MEXICO AND CENTRAL AMERICA. REGIONS AND THE NUMBER OF ENTRIES FROM EACH ARE AS FOLLOWS: 55 FROM THE NORTHERN WOODLANDS, THE BASIN AREA, AND THE GREAT PLAINS; 3 FROM THE SOUTHEAST; 20 FROM SOUTHWESTERN DESERTS; 14 FROM THE PUEBLOS IN NEW MEXICO AND ARIZONA; 10 FROM CALIFORNIA; 13 FROM THE NORTHWEST; 7 FROM THE FAR NORTH; 9 FROM MEXICO; 4 FROM CENTRAL AMERICA; AND 7 FROM PERU. INCLUDED IN THE DOCUMENT ARE 14 PAGES OF BIBLIOGRAPHY, 5 PAGES OF INDEX, AND 315 TITLES OF OTHER BOOKS AVAILABLE BY THE SAME PUBLISHER, WITH A PRICE LISTING FOR EACH BOOK. (EL)

AVAILABILITY: PUTNAM'S , G. P., SONS, 200 MADISON AVENUE, NEW YORK, N.Y. 10016 ($2.45 IN U.S.A.); LONGMANS CANADA LIMITED, 55 BARBER GREENE ROAD, DON MILLS, ONTARIO ($1.60 IN CANADA)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040792

PUBLICATION DATE: 70

TITLE: COMMUNITY BACKGROUND REPORTS: THE ROSEBUD SIOUX RESERVATION. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 5, FINAL REPORT.

PERSONAL AUTHOR: KRAUS, GEORG

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY CHARACTERISTICS; *COMMUNITY STUDY; *DEMOGRAPHY; EARLY CHILDHOOD EDUCATION; EDUCATIONAL FACILITIES; *EDUCATIONAL PROGRAMS; EDUCATIONAL TRENDS; POPULATION TRENDS; POWER STRUCTURE; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: SIOUX INDIANS; *SOUTH DAKOTA

DESCRIPTIVE NOTE: 33P.

AS PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT DEPICTS THE DEMOGRAPHIC, SOCIOECONOMIC, EDUCATIONAL, AND SOCIAL ASPECTS OF THE ROSEBUD SIOUX RESERVATION IN AND AROUND MISSION, SOUTH DAKOTA. SPECIFIC EMPHASIS IS GIVEN TO RECENT HISTORY, ECONOMY, PROBLEMS AND ISSUES, AND THE EDUCATIONAL ENVIRONMENT OF THE COMMUNITY AS RELATED TO THE INDIAN POPULATION. ADDITIONALLY, THE 2 EXISTING LOCAL EDUCATION AGENCIES, ST. FRANCIS INDIAN SCHOOL (PRIVATE) AND THE MISSION PUBLIC SCHOOLS, ARE CONTRASTED. THE COOPERATIVENESS OF THE BUREAU OF INDIAN AFFAIRS AND OTHER COMMUNITY AND INDIAN AGENCIES IS ALSO DESCRIBED. TWO MAPS, 2 GRAPHS, AND 3 CHARTS ARE INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AL)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040793

PUBLICATION DATE: DEC 69

TITLE: COMMUNITY BACKGROUND REPORTS: THE CHEYENNE RIVER SIOUX RESERVATION, SOUTH DAKOTA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 6, FINAL REPORT.

PERSONAL AUTHOR: MUELLER, WOLFGANG

DESCRIPTOR: *ACTION PROGRAMS (COMMUNITY); ADULT EDUCATION; *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; *EDUCATIONAL TRENDS; EMPLOYMENT OPPORTUNITIES; FIELD INTERVIEWS; HEALTH; LIVING STANDARDS; PARENT SCHOOL RELATIONSHIP; SCHOOL ADMINISTRATION; SCHOOL COMMUNITY RELATIONSHIP; *SOCIAL FACTORS; SOCIOECONOMIC BACKGROUND; STUDENTS

IDENTIFIER: SIOUX INDIANS; *SOUTH DAKOTA

DESCRIPTIVE NOTE: 26P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT DESCRIBES THE TOWN OF EAGLE BUTTE, SOUTH DAKOTA, ON THE CHEYENNE RIVER SIOUX RESERVATION APPROXIMATELY 100 YEARS AFTER THE SIGNING OF THE 1868 TREATY WITH THE SIOUX. A 3-MEMBER RESEARCH TEAM COLLECTED DATA VIA INTERVIEWS WITH STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, AND INFLUENTIAL PERSONS. HISTORICAL BACKGROUND, PHYSICAL FEATURES, TRIBAL GOVERNMENT, ECONOMIC AND EMPLOYMENT OPPORTUNITIES, AND COMMUNITY ACTION PROGRAMS ARE DISCUSSED, AS ARE HOUSING, HEALTH, SOCIAL SERVICES, AND RECREATION. ASPECTS OF EDUCATION RELATED TO THE ADMINISTRATION, TEACHERS, STUDENTS, CURRICULUM, PHYSICAL FACILITIES, RELATIONS WITH PARENTS AND COMMUNITY, AND ADULT EDUCATION ARE EXPLORED. MAPS AND TABLES PERTINENT TO THE RESERVATION ARE INCLUDED. (AN)

ACCESSION NUMBER: ED040794

PUBLICATION DATE: 70

TITLE: COMMUNITY BACKGROUND REPORTS: BLACKFEET INDIAN RESERVATION, BROWNING, MONTANA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 7, FINAL REPORT.

PERSONAL AUTHOR: HUMPHREY, THEODORE R.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; *COMMUNITY STUDY; CURRICULUM; DEMOGRAPHY; ECONOMIC FACTORS; *EDUCATIONAL PROBLEMS; *EDUCATIONAL RESOURCES; LIVING STANDARDS; SOCIAL SERVICES; *SOCIOCULTURAL PATTERNS

IDENTIFIER: BLACKFEET INDIANS; *MONTANA

DESCRIPTIVE NOTE: 35P.

A 4-MAN FIELD TEAM FROM THE UNIVERSITY OF COLORADO, UNDER THE AUSPICES OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SPENT 6 WEEKS IN THE BLACKFEET INDIAN RESERVATION, MONTANA, IN THE FALL OF 1968. THE TEAM STUDIED THE PUBLIC SCHOOL SYSTEM OF BROWNING, MONTANA, THE MAJOR TOWN ON THE RESERVATION AND REPORTED ON EDUCATIONAL FACILITIES, ENROLLMENT, TEACHER CHARACTERISTICS, AND CURRICULAR OFFERINGS. SOME OF THE PROBLEMS NOTED INCLUDE INADEQUATE HOUSING FOR TEACHING STAFF, LIMITED BOARDING FACILITIES FOR STUDENTS, INADEQUATE EDUCATIONAL FACILITIES, LIMITED CURRICULAR OFFERINGS, AND HIGH OPERATIONAL EXPENSES. BACKGROUND INFORMATION COVERING PHYSICAL, SOCIAL, AND ECONOMIC ASPECTS OF THE AREA IS ALSO PRESENTED. A BIBLIOGRAPHY WITH EMPHASIS ON THE BLACKFEET INDIANS IS INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (JH)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040795

PUBLICATION DATE: DEC 69

TITLE: COMMUNITY BACKGROUND REPORTS: CUT BANK, MONTANA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 8, FINAL REPORT.

PERSONAL AUTHOR: HUMPHREY, THEODORE

DESCRIPTOR: AGRICULTURE; *AMERICAN INDIANS; *COMMUNITY STUDY; DEMOGRAPHY; ECONOMICS; *EDUCATION; HISTORY; *NATIONAL SURVEYS; PETROLEUM INDUSTRY; PHYSICAL ENVIRONMENT; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: BLACKFEET INDIANS; *MONTANA

DESCRIPTIVE NOTE: 25P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS PAPER IS A REPORT ON THE COMMUNITY OF CUT BANK, MONTANA. DATA WERE COLLECTED IN THE FALL OF 1968, WHEN A 4-MEMBER TEAM FROM THE UNIVERSITY OF COLORADO MADE A 6-WEEK STUDY AT THE BLACKFEET INDIAN RESERVATION. GENERAL FACTORS STUDIED WERE LOCATION, PHYSICAL ENVIRONMENT, HISTORY, POPULATION, ECONOMY, SOCIAL CONDITIONS, POLITICAL ORGANIZATION, INFORMATION MEDIA, AND RELIGION. THE TEAM ALSO EXAMINED THE EDUCATIONAL SYSTEM IN TERMS OF ITS HISTORY, ADMINISTRATION, THE SCHOOL BOARD, THE DROPOUT PROBLEM, CURRICULA, PARENTS, INNOVATIONS, AND OVERALL TRENDS. WHERE FEASIBLE, THE ROLE OF THE INDIAN STUDENT IS SPECIFICALLY MENTIONED IN THE DOCUMENT. RECOMMENDATIONS ARE NOT INCLUDED IN THE DOCUMENT, BUT TRENDS ARE CITED. (BD)

ACCESSION NUMBER: ED040796

PUBLICATION DATE: JAN 70

TITLE: COMMUNITY BACKGROUND REPORTS: SHONTO BOARDING SCHOOL AND COMMUNITY, SHONTO, ARIZONA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 9, FINAL REPORT.

PERSONAL AUTHOR: MICHENER, BRYAN P.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *BOARDING SCHOOLS; *BOARD OF EDUCATION ROLE; CURRICULUM; ENGLISH (SECOND LANGUAGE); GUIDANCE PERSONNEL; HEALTH PERSONNEL; OBJECTIVES; SCHOOL AIDES; *SCHOOL COMMUNITY RELATIONSHIP; *SCHOOL ORGANIZATION; SOCIOECONOMIC BACKGROUND; TEACHERS

IDENTIFIER: *ARIZONA; NAVAJO INDIANS

DESCRIPTIVE NOTE: 34P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT PRESENTS THE FINDINGS OF THE STUDY TEAM FROM THE UNIVERSITY OF COLORADO WHO SPENT A MONTH AT THE SHONTO BOARDING SCHOOL IN 1969. ADDITIONAL INFORMATION WAS COLLECTED DURING BRIEF VISITS AND DURING A 1-WEEK STAY BY THE TEAM LEADER WHO WAS AT THE RESERVATION TO SHARE SOME OF THE PRELIMINARY FINDINGS WITH THE PERSONNEL AT THE SCHOOL. THE HISTORY, GEOGRAPHY, ECONOMY, AND ATTITUDES OF THE COMMUNITY ARE DESCRIBED AS THEY RELATE TO THE BOARDING SCHOOL. THE STRUCTURE OF THE SCHOOL, STAFFING PATTERN, AND SELECTION PROCEDURES OF LOCAL SCHOOL BOARD MEMBERS ARE INCLUDED, AS ARE THE NAVAJO EDUCATIONAL GOALS AND FACTS RELATING TO CURRICULUM OF THE SCHOOL. (LS)

ACCESSION NUMBER: ED040797

PUBLICATION DATE: DEC 69

TITLE: PUBLIC EDUCATION OF THE PRAIRIE ISLAND SIOUX: AN INTERIM REPORT. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 10.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: ACCULTURATION; ACHIEVEMENT; *AMERICAN INDIANS; ATTENDANCE; *COMMUNITY STUDY; CULTURAL FACTORS; DROPOUTS; *EDUCATION; HIGHER EDUCATION; *PARENT ATTITUDES; SCHOOL ADMINISTRATION; *SCHOOL COMMUNITY RELATIONSHIP; SOCIOECONOMIC INFLUENCES; STUDENT ATTITUDES; VOCATIONAL EDUCATION

IDENTIFIER: *MINNESOTA; SIOUX INDIANS

DESCRIPTIVE NOTE: 91P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS STUDY WAS CONDUCTED AT THE PRAIRIE ISLAND INDIAN RESERVATION LOCATED IN SOUTHEASTERN MINNESOTA. THE DOCUMENT PRESENTS A HISTORICAL BACKGROUND OF THE SMALL PENINSULA (APPROXIMATELY 10 MILES LONG AND 2 MILES WIDE) AND ITS INHABITANTS, THE SIOUX INDIANS, WHICH NUMBER APPROXIMATELY 25 FAMILIES (1969). DATA WERE OBTAINED BY INTERVIEWS AND QUESTIONNAIRES. PERSONS INTERVIEWED INCLUDED INDIAN PARENTS, INDIAN STUDENTS, NON-INDIAN STUDENTS, TOWNSPEOPLE, TEACHERS, AND SCHOOL ADMINISTRATORS. FACTORS INVESTIGATED INCLUDED LOW ACHIEVEMENT, POOR SCHOOL ATTENDANCE, AND THE PREVAILING ATTITUDE OF THE INDIAN STUDENTS AND THEIR PARENTS TOWARD EDUCATION. IN CONCLUSION, THE DOCUMENT LISTS 8 TENTATIVE RECOMMENDATIONS REACHED THROUGH THIS STUDY, WITH AN OVERRIDING THEME OF AN IMPROVED COMMUNICATION ACROSS INTERCULTURAL BARRIERS. APPENDED ARE DATA REGARDING LEGISLATION FOR THE INDIANS, STATISTICS ON EDUCATION OF THE INDIANS, AND SCHOLASTIC RECORDS OF INDIAN STUDENTS IN THE STUDY. (EL)

ACCESSION NUMBER: ED040798

PUBLICATION DATE: JUN 70

TITLE: MENTAL DEVELOPMENT AND SCHOOL ACHIEVEMENT OF AMERICAN INDIAN CHILDREN AND YOUTH. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 3, FINAL REPORT.

PERSONAL AUTHOR: HAVIGHURST, ROBERT J.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; EARLY CHILDHOOD EDUCATION; ECONOMICALLY DISADVANTAGED; *EDUCATION; ENVIRONMENTAL INFLUENCES; LANGUAGE HANDICAPPED; NON ENGLISH SPEAKING; *SOCIOECONOMIC BACKGROUND; TESTING; *UNDERACHIEVERS

DESCRIPTIVE NOTE: 15P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS STUDY POINTS OUT THAT THERE ARE NO REASONS TO SUPPOSE THAT INDIAN CHILDREN ARE BASICALLY OR GENETICALLY LESS OR MORE INTELLIGENT THAN OTHER CHILDREN. IT IS NOTED THAT THE LOW ACHIEVEMENT OF THE INDIAN CHILDREN AT CERTAIN GRADE LEVELS IS RELATED TO THE CHILD'S LIMITED EXPERIENCES AND IS COMPOUNDED BY THE FAMILY'S SOCIOECONOMIC CIRCUMSTANCES. THE STUDY POINTS OUT THAT MOST STUDIES (EXCEPT 2) PLACE INDIAN CHILDREN JUST BELOW THE NATIONAL NORMS DURING THE FIRST FEW GRADES. EVIDENCE DERIVED FROM THIS STUDY IS PRESENTED IN TABLES. CONCLUSIONS POINT OUT THAT THE PATTERN OF LOW ACHIEVEMENT OF THE INDIAN CHILDREN IS SIMILAR TO THAT OF OTHER LOW-INCOME AND NON-ENGLISH-SPEAKING CHILDREN. (FL)

ACCESSION NUMBER: ED040812

PUBLICATION DATE: 70

TITLE: TEXTBOOKS AND THE AMERICAN INDIAN.

PERSONAL AUTHOR: COSTO, RUPERT, ED.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; CONTENT ANALYSIS; CULTURAL INTERRELATIONSHIPS; EVALUATION CRITERIA; GEOGRAPHY; HISTORY TEXTBOOKS; *INSTRUCTIONAL MATERIALS; TEXTBOOK BIAS; *TEXTBOOK EVALUATION; *TEXTUAL CRITICISM

DESCRIPTIVE NOTE: 269P.

AN INDEPENDENT INDIAN PUBLISHING HOUSE HAS BEEN FORMED TO PROVIDE CLASSROOM INSTRUCTIONAL MATERIALS WHICH DEAL ACCURATELY WITH THE HISTORY, CULTURE, AND ROLE OF THE AMERICAN INDIAN. THIS BOOK IS A PRELIMINARY STATEMENT IN THAT PUBLISHING PROGRAM. GENERAL CRITERIA, VALID FOR INSTRUCTIONAL MATERIALS FROM ELEMENTARY THROUGH HIGH SCHOOL, ARE APPLIED TO TEXTBOOKS APPROVED FOR USE BY BUREAU OF INDIAN AFFAIRS SCHOOLS, PUBLIC SCHOOLS, OR BOTH. EVALUATIONS WRITTEN BY INDIAN SCHOLARS, HISTORIANS, OR EXPERTS IN SOME ASPECT OF INDIAN CULTURE AND HISTORY POINT UP INACCURACIES AND BIAS IN RELATION TO THE AMERICAN INDIAN. EVALUATIONS ARE PRESENTED FOR TEXTBOOKS USED TO TEACH AMERICAN HISTORY, STATE AND REGIONAL HISTORY, GOVERNMENT AND CITIZENSHIP, AMERICAN INDIAN CULTURE, WORLD HISTORY, AND READING. A BIBLIOGRAPHY IS INCLUDED FOR USE BY THE TEACHER, THE INTERESTED SCHOLAR, OR THE UPPER GRADE STUDENT TO DEVELOP AN UNDERSTANDING OF THE AMERICAN INDIAN IN THE CULTURE AND HISTORY OF THE UNITED STATES. (JH)

AVAILABILITY: THE INDIAN HISTORIAN, 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($4.25)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040814

PUBLICATION DATE: MAY 65

TITLE: A HISTORICAL SURVEY OF THE FORMATION AND GROWTH OF EDUCATION ON THE BLACKFEET INDIAN RESERVATION, 1872-1964.

PERSONAL AUTHOR: HOWARD, ROBERT E.

DESCRIPTOR: *AGENCY ROLE; *AMERICAN INDIANS; BOARDING SCHOOLS; BOND ISSUES; CHURCH PROGRAMS; DAY SCHOOLS; *EDUCATION; *EDUCATIONAL DEVELOPMENT; FEDERAL PROGRAMS; *HISTORICAL REVIEWS; INTEGRATION EFFECTS; PUBLIC EDUCATION; TABLES (DATA)

IDENTIFIER: *BLACKFEET INDIANS

DESCRIPTIVE NOTE: 74P.; MASTER'S THESIS SUBMITTED TO WESTERN MONTANA COLLEGE OF EDUCATION, DILLON

A HISTORICAL REVIEW OF EDUCATION AT THE BLACKFEET INDIAN RESERVATION IN MONTANA FROM 1872 THROUGH 1964 IS PRESENTED IN TERMS OF THE CHANGES IN, AND PHILOSOPHIES OF, THE 3 MAJOR EDUCATIONAL EFFORTS ON THE RESERVATION. THE BEGINNING OF EDUCATION FOR THE BLACKFEET INDIANS BY WAY OF MISSION SCHOOLS, ALONG WITH GRADUAL MOVEMENT INTO FEDERAL RESPONSIBILITY, IS NOTED. THE DOCUMENT NAMES APPROXIMATELY 32 RURAL SCHOOLS AND REVIEWS THE BIRTH, GROWTH, AND DEATH OF SOME OF THESE INSTITUTIONS. THE PAPER POINTS OUT THE GRADUAL WITHDRAWAL OF THE FEDERAL GOVERNMENT AND THE ABSORPTION OF RESPONSIBILITY FOR EDUCATION OF THE INDIANS BY THE PUBLIC SCHOOL SYSTEM OF MONTANA. THE PROBLEMS ARISING FROM THIS TRANSITION ARE ALSO DISCUSSED. A MAP OF SCHOOLS AND ROADS OF GLACIER COUNTY, MONTANA (1939) IS APPENDED. (EL)

AVAILABILITY: INTERLIBRARY LOAN, LIBRARY OF WESTERN MONTANA COLLEGE, DILLON

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040815

PUBLICATION DATE: JUL 70

TITLE: THE EDUCATIONAL DISADVANTAGE OF THE INDIAN AMERICAN STUDENT.

PERSONAL AUTHOR: COOMBS, L. MADISON

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; AGENCY ROLE; *AMERICAN INDIANS; ATTITUDES; BICULTURALISM; BILINGUAL EDUCATION; BOARDING SCHOOLS; COMMUNITY INVOLVEMENT; CURRICULUM ENRICHMENT; *DISADVANTAGED YOUTH; *EDUCATION; EDUCATIONAL DISADVANTAGEMENT; EDUCATIONAL NEEDS; LANGUAGE HANDICAPS; *RESEARCH REVIEWS (PUBLICATIONS); SOCIAL PROBLEMS; SOCIOECONOMIC BACKGROUND; TEACHER EDUCATION

DESCRIPTIVE NOTE: 159P.

THE MAIN BODY OF THIS RESEARCH SYNTHESIS SERVES TO POINT OUT RESEARCH FINDINGS REGARDING THE EDUCATIONALLY DISADVANTAGED INDIAN AMERICAN SCHOOL CHILDREN. THE DECADE OF THE 1960'S IS NOTED TO BE THE SIGNIFICANT PERIOD IN BRINGING TO THE ATTENTION OF EDUCATORS AND THE AMERICAN PUBLIC THE EDUCATIONAL PROBLEMS FACING THE INDIAN AMERICAN. SOME OF THE FACTORS REPORTED TO BE THE UNDERLYING CAUSES FOR THE EDUCATIONAL RETARDATION OF THE INDIAN CHILDREN INCLUDE (1) THE FEDERAL GOVERNMENT'S POLICY OF COERCIVE ASSIMILATION WHICH HAS RESULTED IN DISORGANIZATION OF THE INDIAN COMMUNITIES, (2) A LACK OF SELF-FULFILLMENT OF INDIAN STUDENTS AT EVERY AGE LEVEL, (3) THE NEGATIVE SELF-IMAGES OF THE INDIAN STUDENTS, AND (4) A LACK OF UNDERSTANDING OF CULTURAL DIFFERENCES ON THE PART OF MANY SCHOOLS. THE STUDY CITES THE EFFORTS OF SOME SCHOOLS TO COMBAT THIS PROBLEM THROUGH IMPLEMENTATION OF PROGRAMS THAT ARE BICULTURAL AND BILINGUAL IN NATURE. THE BIBLIOGRAPHY LISTS 153 RELEVANT DOCUMENTS, THE CONTENTS OF WHICH ARE SYNTHESIZED IN THE MONOGRAPH. (EL)

ACCESSION NUMBER: ED040816

PUBLICATION DATE: 1 SEP 69

TITLE: A MANUAL FOR NAVAJO COMMUNITY SCHOOL BOARD MEMBERS.

PERSONAL AUTHOR: STOUT, IRVING W., ED.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; *COMMUNITY INVOLVEMENT; *EDUCATION; EDUCATIONAL FINANCE; GUIDELINES; *SCHOOL ADMINISTRATION; SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: *NAVAJO INDIANS

DESCRIPTIVE NOTE: 116P.

IN AUGUST OF 1969, THE NAVAJO TRIBE ADOPTED A SCHOOL CODE PERTAINING TO THE DEVELOPMENT AND OPERATION OF NAVAJO COMMUNITY SCHOOL BOARDS. THE CODE PROVIDED THE LEGAL BASIS FOR SUCH ORGANIZATION AND ITS OPERATION ON THE RESERVATION. THIS DOCUMENT FURNISHES A BROAD GENERAL OUTLINE OF THE DUTIES AND RESPONSIBILITIES OF NAVAJO SCHOOL BOARD MEMBERS. INCLUDED IN THE MANUAL ARE (1) THE PROPOSED RESOLUTION OF THE NAVAJO TRIBAL COUNCIL, (2) NAVAJO EDUCATIONAL GOALS, (3) PROCEDURES OF OPERATION OF SCHOOL BOARDS, (4) A BRIEF HISTORY OF NAVAJO EDUCATION (1870-1960), (5) AIMS AND GOALS OF NAVAJO COMMUNITY SCHOOLS, (6) GUIDELINES FOR ESTABLISHING SCHOOL BOARDS, (7) INFORMATION ON BOARD ORGANIZATION AND PROCEDURES, (8) POLICIES GOVERNING ALL BOARDS, (9) BOARD FUNCTIONS AND DUTIES, (10) FINANCE AND MANAGEMENT DATA, (11) RELATIONSHIPS OF THE SCHOOL BOARD, AND (12) THE CODE OF ETHICS. IN CONCLUSION, THE DOCUMENT PROVIDES AN ADDENDUM ON UNIFICATION OF LOCAL SCHOOL BOARDS IN FORMING A SCHOOL BOARD ASSOCIATION. (EL)

ACCESSION NUMBER: ED040959

TITLE: HELPFUL HINTS FOR NEW BIA TEACHERS.

DESCRIPTOR: *AMERICAN INDIANS; *BEGINNING TEACHERS; BEHAVIOR PATTERNS; *ENGLISH (SECOND LANGUAGE); HIGH SCHOOL STUDENTS; *LESSON PLANS; RESIDENTIAL SCHOOLS; STUDENT ATTITUDES; STUDENT BEHAVIOR; TEACHING METHODS

IDENTIFIER: BUREAU OF INDIAN AFFAIRS (BIA)

DESCRIPTIVE NOTE: 54P.

A SERIES OF SHORT ARTICLES GIVES SUGGESTIONS FOR NEW BUREAU OF INDIAN AFFAIRS TEACHERS PREPARING TO TEACH NAVAJO CHILDREN IN ARIZONA. THE TOPICS CONSIDERED INCLUDE 1) NAVAJO CHILDREN AS THEY ARE THE FIRST DAY (WEEK, TWO WEEKS) OF SCHOOL, FROM BEGINNERS THROUGH EIGHTH GRADERS; 2) A BEGINNING TEACHER'S FIRST IMPRESSIONS OF NAVAJO HIGH SCHOOL STUDENTS; 3) A BRIEF DESCRIPTION OF THE BACKGROUND AND CHARACTERISTICS OF NAVAJO CHILDREN, STRESSING THEIR HIGHLY DEVELOPED POWER OF OBSERVATION AND IMITATION; 4) TIPS TO TEACHERS, LISTING SOME OF THE TRIBAL PATTERNS WHICH A TEACHER NEEDS TO KNOW IF HER WORK IS TO BE EFFECTIVE; 5) NAVAJO ETIQUETTE FOR ANGLOS, A LIST OF DO'S AND DON'TS PREPARED BY A NAVAJO-HOPI INDIAN; 6) ATTITUDES AND FEELINGS OF NAVAJO HIGH SCHOOL SENIORS, SUMMARIZING THE RESULTS OF A QUESTIONNAIRE ADMINISTERED TO 150 SENIORS AT FT. WINGATE HIGH SCHOOL IN MAY 1969; 7) WHY ESL? OUTLINING SOME GENERAL RECOMMENDATIONS FOR TEACHING ENGLISH AS A SECOND LANGUAGE, WITH AN ESL LESSON PLAN FOR TEACHING STRUCTURES; 8) A FEW THINGS TO REMEMBER WHEN TEACHING READING; 9) ESL CAN HELP YOU IN TEACHING READING; 10) AIDS FOR BEGINNING TEACHERS OF NAVAJO BEGINNERS, GIVING A DETAILED COMMENTARY ON THE FIRST DAY'S LESSON PLAN. NOT AVAILABLE IN HARDCOPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MBM)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED040965

PUBLICATION DATE: JUN 69

TITLE: A NAVAJO TEACHER TEACHER-AIDE GUIDE.

PERSONAL AUTHOR: AMMONS, MADELINE, COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BILINGUAL TEACHER AIDES; MANUALS; *NAVAHO; *TEACHER AIDES; *TEACHER ROLE

DESCRIPTIVE NOTE: 28P.

THIS GUIDE FOR TEACHERS AND TEACHER AIDES WORKING WITH NAVAJO CHILDREN IS THE PRODUCT OF A 3-WEEK WORKSHOP FOR TEACHERS AND TEACHER AIDES GIVEN BY THE BUREAU OF INDIAN AFFAIRS AND ARIZONA WESTERN COLLEGE IN JUNE 1969. IT OUTLINES SOME OF THE BASIC DIFFERENCES BETWEEN NAVAJO AND ANGLO CULTURE AND DEFINES THE LIAISON ROLE THAT THE BILINGUAL TEACHER AIDE CAN PLAY BETWEEN THESE TWO CULTURES--BETWEEN THE TEACHERS AND THE SCHOOLS ON THE ONE SIDE AND THE PARENTS AND CHILDREN ON THE OTHER. IT ALSO LISTS THE DUTIES THAT AN AIDE CAN PERFORM, BOTH INSIDE AND OUTSIDE THE CLASSROOM, AND PRESENTS CHECKLISTS FOR EVALUATION OF THE TEACHER AIDE BY THE TEACHER, AND VICE VERSA. (RT)

ACCESSION NUMBER: ED041058

PUBLICATION DATE: 26 MAR 70

TITLE: THE MAINSTREAM--WHERE INDIANS DROWN.

PERSONAL AUTHOR: ARCHIBALD, CHARLES W., JR.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL BACKGROUND; *CULTURAL DIFFERENCES; CULTURAL EDUCATION; CULTURAL EXCHANGE; CULTURE CONFLICT; *ECONOMIC DEVELOPMENT; ETHICAL VALUES; FOLK SCHOOLS; LIVING STANDARDS; SOCIAL ACTION; SOCIAL CHANGE; SOCIAL VALUES; *VALUES

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE 47TH ANNUAL MEETING OF THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION, SAN FRANCISCO, CALIF., MARCH 23-26, 1970

A PROPOSED SOLUTION TO "THE INDIAN PROBLEM" OF ECONOMIC DEPENDENCE AND PSYCHOLOGICAL CRIPPLING, IN COMPARISON WITH THE TRAGEDY OF THE WHITE MAN'S WELL MEANING "COMMON SENSE" APPROACH TO "GET THEM INTO THE MAINSTREAM", IS GEARED TO THE INDIAN'S TRADITIONAL ORIENTATION. THE 18-YEAR HISTORY OF THE BUREAU OF INDIAN AFFAIRS RELOCATION PROGRAM WILL BE USED TO ILLUSTRATE THE SHORTCOMINGS OF URBAN LIFE FOR A PEOPLE BORN TO A ONENESS OF MAN AND NATURE, VALUING SHARING OF THEIR GOODS RATHER THAN ACCUMULATING, FEELING A SENSE OF BEING RATHER THAN COMPETING TO BE, VALUING THE WARMTH OF RICHNESS OF THE HUMAN RELATIONSHIPS OF THE EXTENDED FAMILY, VALUING THE WISDOM OF THE AGED, AND QUIETLY CARRYING A DIGNITY IN THE FACE OF HARSH CONDITIONS; PERMITTING THEM TO SURVIVE, ADAPT, AND CHANGE IN THE HOPE THAT GOVERNMENT AND PRIVATE SUPPORTERS WILL UNDERSTAND THE APPROPRIATENESS OF THEIR EFFORTS TO REACH ECONOMIC INDEPENDENCE IN THEIR HOME AREAS. THE CULTURAL CONTRIBUTION THAT THE INDIANS CAN MAKE TO THE WHITE MAN IF THEY ARE PERMITTED TO PROTECT THEIR VALUES FROM BEING DISSOLVED IN COMPLEX URBAN LIFE IS CONSIDERABLE. (AUTHOR/JM)

ACCESSION NUMBER: ED041223

PUBLICATION DATE: JUN 70

TITLE: PROGRAMS OF INTEREST TO INDIANS AND METIS ADMINISTERED BY THE DEPARTMENT OF REGIONAL ECONOMIC EXPANSION.

PERSONAL AUTHOR: KASSIRER, E.

DESCRIPTOR: AGRICULTURE; *AMERICAN INDIANS; *DEVELOPMENTAL PROGRAMS; *ECONOMIC OPPORTUNITIES; *FEDERAL PROGRAMS; FISHERIES; HANDICRAFTS; JOB TRAINING; LAND USE; MINORITY GROUPS; NATURAL RESOURCES; RECREATIONAL PROGRAMS; RESEARCH; ROAD CONSTRUCTION; *RURAL DEVELOPMENT; SOCIAL ADJUSTMENT; TOURISM

IDENTIFIER: CANADA; METIS

DESCRIPTIVE NOTE: 37P.

THE PRIMARY OBJECTIVE OF THE REPORT IS TO DESCRIBE AND CLARIFY THOSE DEPARTMENTAL PROJECTS WHICH HELP INDIANS AND METIS MOVE INTO THE ECONOMIC MAINSTREAM OF CANADIAN LIFE. MORE SPECIFICALLY, IT EXAMINES PROGRAMS USED BY INDIANS AND METIS WHICH ARE CARRIED OUT IN WESTERN, CENTRAL, AND EASTERN CANADA, UNDER THE AGRICULTURAL AND RURAL DEVELOPMENT ACT (ARDA); PRAIRIE FARM REHABILITATION ADMINISTRATION (PFRA); NEWSTART; FUND FOR RURAL ECONOMIC DEVELOPMENT (FRED); AND OPERATION OF THE RURAL DEVELOPMENT INCENTIVES ACT (ORDIA). INFORMATION IS PROVIDED ON PROJECT'S TYPE (AGRICULTURE, RECREATION, TOURISM, FISHERIES, COUNSELING, PLACEMENT, OCCUPATIONAL TRAINING, ADULT EDUCATION, SOCIAL ADJUSTMENT, ETC.); RESOURCE UNDER DEVELOPMENT (NATURAL, HUMAN, CRAFTS AND ARTS, AND INFRASTRUCTURE); PROJECT ITEM (LAND CLEARING, PASTURE EXPANSION, OPERATION AND MANAGEMENT, BUILDING ROADS, IRRIGATION, FEASIBILITY STUDIES, GUIDING, ON THE JOB TRAINING, DEMOGRAPHIC STUDIES, ETC.); PROVINCE; INDIAN BAND OR METIS; DEPARTMENTAL CONTRIBUTION; PROJECT NUMBER; AND COMPLETION DATE. (PT)

ACCESSION NUMBER: ED041341

PUBLICATION DATE: JAN 70

TITLE: CHICAGO INDIANS: THE EFFECTS OF URBAN MIGRATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION.

PERSONAL AUTHOR: NEOG, PRAFULLA; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *COUNSELING; *CULTURAL FACTORS; CULTURAL PLURALISM; EMERGENCY PROGRAMS; FAMILY BACKGROUND; *INDIVIDUAL CHARACTERISTICS; URBAN CULTURE; *URBAN ENVIRONMENT

DESCRIPTIVE NOTE: 148P.

THIS STUDY REVIEWS THE CHARACTERISTICS AND SERVICE ACTIVITIES OF ALL CLIENTS OF THE ST. AUGUSTINE'S CENTER FOR AMERICAN INDIANS IN CHICAGO IN 1968 AND COMPARES THEM WITH THE CLIENTS OF 1967. THIS CENTER FOCUSED ITS ATTENTION UPON INTENSIVE COUNSELING, EMERGENCY ASSISTANCE, AND REFERRALS OF INDIAN AMERICAN IN CHICAGO, OR OTHER URBAN SETTINGS. DATA IS INCLUDED ON: (1) 1968 CLIENT CHARACTERISTICS AND SERVICE ACTIVITIES; (2) MOBILITY; (3) FAMILY; (4) SERVICES; (5) THE TYPICAL MALE CLIENT; (6) THE TYPICAL FEMALE CLIENT; (7) DIFFERENCES IN ORIENTATION; (8) DIFFERENCES ASSOCIATED WITH EDUCATIONAL ACHIEVEMENT; (9) NON HIGH SCHOOL GRADUATES; (10) HIGH SCHOOL GRADUATES; (11) CHARACTERISTICS OF 1967 AND 1968 CLIENTS COMPARED; AND (12) 1969 SERVICE HIGHLIGHTS AND NATURE OF THE CURRENT OPERATION. (KJ)

ACCESSION NUMBER: ED041649

PUBLICATION DATE: 70

TITLE: SCHOLARSHIPS FOR AMERICAN INDIAN YOUTH.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; BOARDING SCHOOLS; *COLLEGE BOUND STUDENTS; FEDERAL PROGRAMS; *HIGHER EDUCATION; ORGANIZATIONS (GROUPS); *SCHOLARSHIP LOANS; STATE PROGRAMS; STUDENT LOAN PROGRAMS; TRIBES; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 63P.

INFORMATION REGARDING SCHOLARSHIP AIDS AVAILABLE FOR AMERICAN INDIAN STUDENTS IN HIGHER EDUCATION OR VOCATIONAL TECHNICAL TRAINING IS PROVIDED IN THIS DOCUMENT. SPECIFIC CAREER AREAS UNDER WHICH FEDERAL AID MAY BE REQUESTED FOR DEGREE STUDIES ARE ARTS AND HUMANITIES, MEDICINE AND HEALTH, PHYSICAL SCIENCES, TEACHING, SOCIAL SERVICES, AND EDUCATION FOR THE DEAF. ALSO LISTED ARE 7 FEDERAL SOURCES FOR AID WITH NON-DEGREE STUDIES IN VOCATIONAL EDUCATION, 8 STATES WHICH OFFER AID TO THE INDIAN STUDENT, AND 35 TRIBES WHICH PROVIDE GRANTS. OUTSIDE OF FEDERAL AND TRIBAL AIDS, 37 COLLEGES AND UNIVERSITIES OFFERING SCHOLARSHIPS TO INDIANS ARE LISTED, ALONG WITH 24 OTHER ORGANIZATIONS INCLUDING CHURCHES AND FOUNDATIONS. A 1970 SUPPLEMENT SHOWS 49 ADDITIONAL SOURCES FOR AID. (EL)

ACCESSION NUMBER: ED041651

PUBLICATION DATE: DEC 67

TITLE: INDIAN EDUCATION; ANNUAL REPORT 1966-1967.

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE; DROPOUTS; *EDUCATION; EDUCATIONAL FINANCE; ENROLLMENT; FEDERAL PROGRAMS; HIGHER EDUCATION; NEEDS; STATE DEPARTMENTS OF EDUCATION; STATE FEDERAL SUPPORT; *VOCATIONAL COUNSELING; VOCATIONAL EDUCATION

IDENTIFIER: *MONTANA

DESCRIPTIVE NOTE: 77P.

THE 1966-67 ANNUAL REPORT OF INDIAN EDUCATION FROM THE MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION EMPHASIZES THE GROWING AWARENESS OF INDIAN YOUTH LOOKING TO HIGHER EDUCATION AND VOCATIONAL TRAINING BEYOND HIGH SCHOOL. IT IS NOTED THAT THE INDIAN EDUCATION SUPERVISOR, IN COOPERATION WITH THE BUREAU OF INDIAN AFFAIRS, DISSEMINATES INFORMATION REGARDING FINANCIAL AID AVAILABLE FOR POST-HIGH-SCHOOL EDUCATION. THE REPORT DISCUSSES THE FOLLOWUP PROGRAM CONDUCTED BY THE 2 OFFICES TO ENCOURAGE AND STIMULATE GREATER STUDENT ACHIEVEMENT. THE DOCUMENT LISTS THOSE WHO TOOK ADVANTAGE OF THE ASSISTANCE FOR ADDITIONAL EDUCATION DURING THE YEAR 1966-67. BRIEF DESCRIPTIONS OF EACH OF THE 7 INDIAN RESERVATIONS IN MONTANA ARE GIVEN, ALONG WITH STATISTICS ON ENROLLMENT, ATTENDANCE, GRADUATES, DROPOUTS, ADULT STUDENTS, AND REIMBURSEMENTS AND DISBURSEMENTS OF FEDERAL FUNDS FOR INDIAN EDUCATION IN MONTANA. IN CONCLUSION, IT IS NOTED THAT ADMINISTRATORS OF SCHOOLS WITH INDIAN ENROLLMENTS INDICATED A NEED FOR IMPROVEMENTS IN READING AND ATTENDANCE, AND A DECREASE IN DROPOUT RATES AMONG INDIAN STUDENTS. (EL)

ACCESSION NUMBER: ED041653

PUBLICATION DATE: JAN 70

TITLE: INDIAN EDUCATION; ANNUAL REPORT, 1968-1969.

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE; DROPOUTS; EDUCATION; EDUCATIONAL FINANCE; ENROLLMENT; *FEDERAL AID; *HIGHER EDUCATION; PUBLIC EDUCATION; SCHOLARSHIPS; STATE COLLEGES; *STATE DEPARTMENTS OF EDUCATION; STATE FEDERAL SUPPORT; TRANSPORTATION; VOCATIONAL COUNSELING

IDENTIFIER: *MONTANA

DESCRIPTIVE NOTE: 67P.

INFORMATION IS PROVIDED ON EDUCATION FOR MONTANA INDIAN TRIBES DURING 1968-69. INDIAN STUDENTS ATTENDING INSTITUTIONS OF HIGHER EDUCATION THROUGH THE AID OF FEDERAL FUNDS ARE LISTED BY NAME, AND BREAKDOWNS OF FUNDS ALLOCATED BY THE JOHNSON O'MALLEY ACT ARE GIVEN. TABLES PROVIDE STATISTICS ON INDIAN ENROLLMENT, ATTENDANCE, AND GRADUATES, AS WELL AS DISBURSEMENT OF FEDERAL FUNDS FOR THE EDUCATION OF INDIANS IN MONTANA. THE REPORT ENCOMPASSES ELEMENTARY SCHOOLS, HIGH SCHOOLS, AND MISSION SCHOOLS ON AND OFF THE 7 INDIAN RESERVATIONS IN MONTANA. IN CONCLUSION, THE REPORT LISTS FUNDS ALLOCATED THROUGH PUBLIC LAW 874 AND THE ELEMENTARY AND SECONDARY EDUCATION ACT. (EL)

ACCESSION NUMBER: ED041654

PUBLICATION DATE: 17 DEC 69

TITLE: PRESENTATION TO SPECIAL SENATE COMMITTEE ON MASS MEDIA.

DESCRIPTOR: *AFFILIATION NEED; *AMERICAN INDIANS; BROADCAST INDUSTRY; *COMMUNICATIONS; *EQUAL OPPORTUNITIES (JOBS); ETHNIC STEREOTYPES; INFORMATION NEEDS; INFORMATION NETWORKS; *MASS MEDIA; NEGRO ACHIEVEMENT; NEWSPAPERS; RURAL AREAS; TEXTBOOK SELECTION

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 56P.

A JOINT PRESENTATION WAS MADE TO THE SPECIAL SENATE COMMITTEE ON MASS MEDIA BY 3 INDIAN ORGANIZATIONS IN AN ATTEMPT TO BRING INTO FOCUS THE NEEDS OF THE POOR OR RURAL INDIAN VILLAGERS FOR GREATER INVOLVEMENT IN USE OF AND CONTROL OF THE MEDIA. OBSERVATIONS INCLUDED THE NEGATIVE STEREOTYPING OF THE INDIAN BY THE MEDIA, LACK OF INDIAN STAFF ON MEDIA PAYROLLS, LACK OF OPPORTUNITIES FOR INDIANS TO PRESENT THEIR VIEWS AND CULTURE, THE ABUSE THE INDIAN SUFFERS IN SCHOOL TEXTBOOKS, THE LACK OF JOB-TRAINING OPPORTUNITIES FOR INDIANS IN THE MEDIA, THE SUCCESS OF BLACK AMERICANS THROUGH "DRAMATIC" ACTIONS, AND THE APATHY OF PRIVATE MEDIA OWNERS AND OPERATORS REGARDING INDIANS. RECOMMENDATIONS INCLUDED THE CREATION OF NEW POLICIES AND RULES BY GOVERNMENTAL LICENSING AGENCIES, THE DISCLOSURE OF PROFITS BY MEDIA OWNERS, THE CREATION OF MORE GENEROUS PUBLIC AFFAIRS PROGRAMMING, THE ESTABLISHMENT OF TRAINING PROGRAMS FOR INDIANS, THE CESSATION OF NEGATIVE STEREOTYPING OF THE INDIAN, AND INCREASED COOPERATION BETWEEN GOVERNMENTAL MEDIA AND INDIAN ORGANIZATIONS. SIX RELEVANT APPENDICES ARE INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AL)

AVAILABILITY: NATIONAL INDIAN BROTHERHOOD OF CANADA, 191 LOMBARD AVENUE, WINNIPEG, MANITOBA ($2.00)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED041655

PUBLICATION DATE: 18 MAR 68

TITLE: AN ANNOTATED BIBLIOGRAPHY OF BOOKS FOR LIBRARIES SERVING CHILDREN OF INDIAN ANCESTRY.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIOGRAPHIES; *CHILDRENS BOOKS; *CULTURAL ENRICHMENT; FICTION; HISTORY; *LIBRARY MATERIAL SELECTION; NOVELS; POETRY; RESOURCE MATERIALS

DESCRIPTIVE NOTE: 13P.

INTENDED TO PR[illegible] GUIDANCE TO SCHOOLS WISHING TO PURCHASE BOOKS FOR T[illegible] L[illegible]ARIES DEALING WITH THE GENERAL SUBJECT OF AMERICAN I[illegible]DIANS, THIS ANNOTATED BIBLIOGRAPHY CITES REFERENCE BOOKS, NOVELS, AND POETRY. GENERAL TOPICS THAT MAKE UP THE 4 PARTS OF THE LIST ARE TEACHER REFERENCE, BIOGRAPHY, FICTION, AND HISTORY. THE TEACHER REFERENCE SECTION LISTS SOURCES COVERING THE CHARACTERISTICS OF THE INDIAN, HIS CULTURE, SOCIAL PROBLEMS, AND EDUCATION. THE LIST CONTAINS 79 ENTRIES, MOST OF WHICH INDICATE SUITABLE GRADE LEVELS RANGING FROM GRADE 1 THROUGH GRADE 12. (BD)

AVAILABILITY: INDIAN-ESKIMO ASSOCIATION OF CANADA, 277 VICTORIA STREET, TORONTO 200, ONTARIO ($0.10)

ACCESSION NUMBER: ED041656

PUBLICATION DATE: FEB 70

TITLE: THE CANADIAN INDIAN IN ONTARIO'S SCHOOL TEXTS. A STUDY OF SOCIAL STUDIES TEXTBOOKS GRADES 1 THROUGH 8.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; DISCRIMINATORY ATTITUDES (SOCIAL); HISTORY; PROGRAM DESCRIPTIONS; RESEARCH; *SOCIAL STUDIES; *TEXTBOOK CONTENT; *TEXTBOOK EVALUATION

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 43P.

A SURVEY OF THE CONTENTS OF THE SOCIAL STUDIES TEXTS USED IN THE SCHOOLS OF ONTARIO, CANADA, WAS CONDUCTED TO DETERMINE WHAT THE TEXTS PRESENTED ABOUT THE INDIANS OF CANADA. THE APPROVED TEXTS USED IN GRADES 2 THROUGH 8 WERE EXAMINED, AND STRENGTHS AND WEAKNESSES OF EACH TEXT ARE CITED IN THE DOCUMENT. APPENDIX A GIVES THE GUIDELINES USED IN SURVEYING THE TEXTS; APPENDIX B CONTAINS DESCRIPTIONS OF EACH TEXTBOOK STUDIES; AND APPENDIX C LISTS THE 36 TEXTBOOKS INCLUDED IN THE STUDY. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (LS)

AVAILABILITY: INDIAN-ESKIMO ASSOCIATION OF CANADA, 277 VICTORIA STREET, TORONTO 200, ONTARIO ($1.00)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED041657

PUBLICATION DATE: 24 FEB 69

TITLE: THE AMERICAN INDIAN AND THE BUREAU OF INDIAN AFFAIRS, 1969. A STUDY, WITH RECOMMENDATIONS.

PERSONAL AUTHOR: JOSEPHY, ALVIN M., JR.

DESCRIPTOR: ADMINISTRATIVE ORGANIZATION; AGENCY ROLE; *AMERICAN INDIANS; BUREAUCRACY; *CULTURAL AWARENESS; ECONOMIC DEVELOPMENT; EDUCATION; *FEDERAL PROGRAMS; LEADERSHIP; LEGISLATION; *PROGRAM ADMINISTRATION; *SOCIAL ACTION

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 74P.

AN OVERVIEW OF FEDERAL-INDIAN RELATIONS IS PRESENTED, WITH THE ROLE OF THE BUREAU OF INDIAN AFFAIRS (BIA) BEING EXAMINED IN TERMS OF MANAGEMENT OF THESE RELATIONS. THE OBJECTIVES OF THIS STUDY WERE TO PROVIDE UNDERSTANDING OF THE FEARS THE AMERICAN INDIANS HAVE REGARDING TERMINATION MOTIVES ATTACHED TO PRESENT FEDERAL PROGRAMS FOR INDIANS AND ALSO TO PROPOSE RECOMMENDATIONS REFLECTING INDIAN THINKING. DISCUSSED IN THE DOCUMENT ARE (1) THE FEDERAL GOVERNMENT'S IMPOSITION OF TERMINATION POLICY EITHER IN ACTUALITY OR IN ITS ATTITUDE, WHICH HAS RESULTED IN A PSYCHOLOGICAL BARRIER TO INDIAN SOCIOECONOMIC DEVELOPMENT; (2) THE INEFFECTIVE AND SELF-DEFEATING PROGRAMS AND POLICIES OF THE BIA; AND (3) THE INDIAN'S ATTEMPTED INVOLVEMENT BY WAY OF RECOMMENDATIONS AND PROPOSALS THAT HAVE BEEN IGNORED, OVERLOOKED, OR INADEQUATELY TREATED. AMONG THE RECOMMENDATIONS, THE STUDY LISTS (1) ACCELERATION OF INDIAN PROGRESS THROUGH EFFECTIVE IMPLEMENTATION OF INDIAN POLICIES ENCOURAGING SELF-DETERMINATION AND (2) RESTRUCTURING OF ADMINISTRATION OF THE BIA. ORGANIZATIONAL CHARTS OF PRESENT BIA AND PROPOSED CHANGES ARE INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (FL)

AVAILABILITY: THE INDIAN-ESKIMO ASSOCIATION OF CANADA, 277 VICTORIA STREET, TORONTO, ONTARIO, CANADA ($2.00)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED041658

PUBLICATION DATE: 3 MAY 65

TITLE: THE DEVELOPMENT OF INDIAN AND ESKIMO ART AND CRAFTS IN THE FAR NORTH.

PERSONAL AUTHOR: PHILLIPS, R. A. J.; AND OTHERS

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; ART EXPRESSION; *ART PRODUCTS; CONFERENCE REPORTS; CREATIVE ART; DESIGN CRAFTS; *ECONOMIC DEVELOPMENT; *ESKIMOS; EXHIBITS; LABOR ECONOMICS; LEADERSHIP; MARKETING; ORGANIZATIONS (GROUPS); *RURAL AREAS; TECHNICAL ASSISTANCE

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 40P.; PAPERS PRESENTED AT CONFERENCE ON THE DEVELOPMENT OF INDIAN AND ESKIMO ART AND CRAFTS IN THE FAR NORTH (TORONTO, MAY 3, 1965)

THE FOCUS OF THE CONFERENCE, "THE DEVELOPMENT OF INDIAN AND ESKIMO ART AND CRAFTS IN THE FAR NORTH," WAS THE CREATION OF A MARKET FOR REPUTABLE INDIAN AND ESKIMO ART WORK ON AN ECONOMICALLY SOUND BASIS WHICH WOULD BENEFIT BOTH THE NATIVE ARTISTS AND THE CANADIAN ECONOMY. TWO GOVERNMENTAL REPORTS, "NORTHERN ARTS AND CRAFTS" AND "INDIAN ARTS AND CRAFTS," ARE PRESENTED IN THE DOCUMENT: ADDITIONALLY, 8 REPORTS BY SERVICE ORGANIZATIONS, COMMERCIAL TRADE GUILDS AND COOPERATIVE UNIONS, AND COMPANIES ARE INCLUDED, ALONG WITH THE TEXT OF THE PANEL DISCUSSION. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AL)

AVAILABILITY: NORTHERN REGIONAL COMMITTEE, INDIAN ESKIMO ASSOCIATION OF CANADA, 227 VICTORIA STREET, TORONTO, ONTARIO ($1.50)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED041659

PUBLICATION DATE: 4 DEC 66

TITLE: CONCERNS OF INDIANS IN BRITISH COLUMBIA. THEME: "EQUAL OPPORTUNITY IN OUR LAND."

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; COMMUNICATIONS; COMMUNITY INVOLVEMENT; *CONFERENCE REPORTS; DEVELOPMENT; ECONOMIC FACTORS; EDUCATION; EMPLOYMENT OPPORTUNITIES; *ESKIMOS; HEALTH SERVICES; HOUSING NEEDS; LAWS; LEADERSHIP; LEGISLATION; NATIONALISM; *OPPORTUNITIES; RESPONSIBILITY; YOUTH OPPORTUNITIES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 33P.

THE FIRST CONFERENCE (1966) OF THE CANADIAN INDIAN-ESKIMO ASSOCIATION WAS DESIGNED TO PROVIDE OPPORTUNITIES FOR INDIANS AND ESKIMOS TO EXPRESS THEIR VIEWS PUBLICLY SO THAT CANADIANS MIGHT BETTER UNDERSTAND THE INDIAN PROBLEMS. IN PART I OF THE DOCUMENT, A REPORT IS GIVEN ON THE CONFERENCE SYMPOSIUM ENTITLED "EQUAL OPPORTUNITY IN OUR LAND," ALONG WITH REPRINTS OF 2 ADDRESSES: ONE ABOUT THE GOVERNMENT OF BRITISH COLUMBIA AND THE OPPORTUNITIES AND PROBLEMS OF ITS INDIAN CITIZENS WHERE THE INCORPORATION OF RESERVES AS FULL MUNICIPALITIES IS DISCUSSED, AND THE OTHER ABOUT LEGAL PROBLEMS, RIGHTS, AND RESPONSIBILITIES OF THE INDIAN. PART II PRESENTS REPORTS ON THE 4 DISCUSSION GROUPS, WHICH DEALT WITH (1) HOUSING, EDUCATION, HEALTH, AND WELFARE; (2) INDUSTRY AND DEVELOPMENT; (3) INDIANS AND THE LAW; AND (4) COMMUNICATION. CONCLUDING COMMENTS ON THE CONFERENCE POINT OUT THE NEED FOR ACTION AND YOUTH INVOLVEMENT WITHIN ORGANIZATIONS. (AN)

AVAILABILITY: INDIAN-ESKIMO ASSOCIATION OF CANADA, 277 VICTORIA STREET, TORONTO 200, ONTARIO ($1.50)

ACCESSION NUMBER: ED041660

PUBLICATION DATE: JAN 70

TITLE: THE ATTITUDES OF TORONTO STUDENTS TOWARDS THE CANADIAN INDIANS.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; COMMUNITY CHARACTERISTICS; CULTURE; EDUCATION; EMPLOYMENT; *HIGH SCHOOL STUDENTS; INTERVIEWS; *JUNIOR HIGH SCHOOL STUDENTS; LEGAL PROBLEMS; *RACIAL ATTITUDES; SOCIOECONOMIC INFLUENCES; *STUDENT ATTITUDES; WELFARE

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 29P.

RESPONSES WERE RECORDED OF DISCUSSION GROUPS COMPRISING APPROXIMATELY 550 STUDENTS FROM 22 SCHOOLS (GRADES 7-13) IN TORONTO, CANADA, AND SURROUNDING BOROUGHS. DISCUSSIONS WERE LED BY 7 STUDENTS FROM GLENDON COLLEGE IN TORONTO AND WERE STRUCTURED SO THAT ATTITUDES OF THE WHITE URBAN STUDENTS TOWARD THE CANADIAN INDIAN COULD BE SAMPLED. CATEGORIES OF CONCERN WHICH EMERGED FROM THE DISCUSSIONS ON INDIANS WERE ATTITUDE-FORMING SOURCES OF INFORMATION ON INDIANS, RESERVATIONS, CULTURE, EDUCATION, WORK AND WELFARE, TRANSITION TO CITIES, LEGAL STATUS, INDIAN AFFAIRS BRANCH POLICY, RACIAL DISCRIMINATION, AND DEFINITION OF INDIAN PROBLEMS AND GENERAL SOLUTIONS. ANALYSIS OF THE DATA INDICATED A SUPERFICIAL AWARENESS OF THE PROBLEMS OF THE INDIAN ON THE PART OF THE STUDENTS; THEREFORE, IT WAS RECOMMENDED THAT EDUCATIONAL PROGRAMS DESIGNED BY INDIANS BE INTRODUCED INTO THE SCHOOLS TO PROVIDE AT LEAST ONE PERIOD OF INTENSIVE STUDY OF THE CANADIAN INDIAN FOR EACH STUDENT. (BD)

AVAILABILITY: INDIAN-ESKIMO ASSOCIATION OF CANADA, 277 VICTORIA STREET, TORONTO 200, ONTARIO ($0.50)

ACCESSION NUMBER: ED041662

PUBLICATION DATE: MAR 68

TITLE: TOWARD A FUNDAMENTAL PROGRAM FOR THE TRAINING, EMPLOYMENT AND ECONOMIC EQUALITY OF THE AMERICAN INDIAN.

PERSONAL AUTHOR: STRINER, HERBERT E.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; ATTITUDES; BICULTURALISM; DEVELOPMENT; *ECONOMIC FACTORS; EDUCATIONAL IMPROVEMENT; *EMPLOYMENT POTENTIAL; HOUSING NEEDS; *PROGRAM PLANNING; *RESEARCH NEEDS; TRAINING

DESCRIPTIVE NOTE: 21P.; REPRINT OF A PAPER SUBMITTED TO THE SUBCOMMITTEE ON ECONOMIC PROGRESS OF THE JOINT ECONOMIC COMMITTEE, 90TH CONGRESS OF THE UNITED STATES, 2ND SESSION

THE W. E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH PREPARED THIS STUDY FOR THE SUBCOMMITTEE ON ECONOMIC PROGRESS OF THE JOINT ECONOMIC COMMITTEE, CONGRESS OF THE UNITED STATES. DISCUSSIONS IN THE DOCUMENT INCLUDE FACTUAL INFORMATION WHICH LEADS TO THE PRESENT STATUS OF AMERICAN INDIANS, SUGGESTED PLANS FOR IMPROVING EDUCATION, INCENTIVES TO ATTRACT INDUSTRY TO THE RESERVATIONS, THE INDIAN DEVELOPMENT CORPORATION AS A PLANNING AND FUNDING AGENCY, THE NEED FOR ONGOING LEADERSHIP TRAINING, THE NEED FOR IMMEDIATE MEASURES TO DECREASE UNEMPLOYMENT, IMPROVED HOUSING AS A SOURCE OF TRAINING AND EMPLOYMENT, AND REORGANIZATION FOR MORE EFFECTIVE INDIAN PROGRAMS. (LS)

AVAILABILITY: THE W. E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH, 300 SOUTH WESTNEDGE AVE., KALAMAZOO, MICHIGAN 49007 (ONE COPY FREE; EACH ADDITIONAL COPY, $0.25)

ACCESSION NUMBER: ED041667

PUBLICATION DATE: 70

TITLE: ADMINISTRATORS' OPINIONS AND ATTITUDES CONCERNING THE BUREAU OF INDIAN AFFAIRS NAVAJO SCHOOLS' RESPONSIBILITY IN PROVIDING EDUCATION FOR NAVAJO EXCEPTIONAL CHILDREN.

PERSONAL AUTHOR: MESTAS, LEONARD JOSEPH

DESCRIPTOR: *ADMINISTRATOR ATTITUDES; ADULT EDUCATION; *AMERICAN INDIANS; *DOCTORAL THESES; *EXCEPTIONAL CHILDREN; HANDICAPPED STUDENTS; MENTALLY HANDICAPPED; RESPONSIBILITY; *SPECIAL EDUCATION; SURVEYS

IDENTIFIER: *NAVAJO INDIANS

DESCRIPTIVE NOTE: 122P.; DOCTORAL DISSERTATION SUBMITTED TO UNIVERSITY OF NORTHERN COLORADO, GREELEY

THE NAVAJO RESERVATION (WHICH COVERS PARTS OF ARIZONA, NEW MEXICO, AND UTAH AND IS APPROXIMATELY 24,000 SQUARE MILES) WAS STUDIED IN TERMS OF THE SPECIAL-EDUCATION NEEDS OF ALL EXCEPTIONAL NAVAJO CHILDREN ENROLLED (1969-70) AND SERVED BY THE BUREAU OF INDIAN AFFAIRS (BIA) IN ELEMENTARY SCHOOLS OF VARIOUS TYPES. THE STUDY INVOLVED GETTING QUESTIONNAIRE RESPONSES FROM RESERVATION ADMINISTRATORS OF 57 BIA-ADMINISTERED SCHOOLS AND FROM 10 AGENCY ADMINISTRATORS. ATTITUDES WERE INVESTIGATED BY A 33-ITEM QUESTIONNAIRE AS TO RESPONSIBILITY OF THE BIA SCHOOL, RESPONSIBILITY OF SPECIAL EDUCATION, PUPIL-PLACEMENT PLAN, PER-PUPIL TEACHER NORM, AND INTERNAL ADMINISTRATIVE RESPONSIBILITY. ADMINISTRATORS AGREED THAT BIA SHOULD ASSUME MORE RESPONSIBILITY IN ADMINISTERING PROGRAMS FOR EXCEPTIONAL CHILDREN AND THAT INSTITUTIONS SHOULD BE RESPONSIBLE FOR DEAF, BLIND, SUBTRAINABLE, MENTALLY RETARDED, AND PRESCHOOL BLIND CHILDREN. THE 6-PART QUESTIONNAIRE IS APPENDED. (EL)

ACCESSION NUMBER: ED041678

PUBLICATION DATE: FEB 70

TITLE: TIME FOR CHANGE IN THE EDUCATION OF ALASKA NATIVES: A STATEMENT OF PRELIMINARY FINDINGS AND RECOMMENDATIONS RELATING TO THE EDUCATION OF ALASKA NATIVES.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; COMMUNITY INVOLVEMENT; *CROSS CULTURAL STUDIES; *EDUCATION; ENROLLMENT; *ESKIMOS; FEDERAL PROGRAMS; LIVING STANDARDS; PUBLIC SCHOOLS; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 90P.

THE STUDY PRESENTS FINDINGS AND RECOMMENDATIONS REGARDING EDUCATION OF ALASKA NATIVES (ESKIMOS, INDIANS, AND ALEUTS). THE PAPER WAS PREPARED FOR THE GOVERNOR OF ALASKA BY THE COMMISSION ON CROSS-CULTURAL EDUCATION OF ALASKA, WHICH WAS DESIGNED TO FIND WAYS TO PROVIDE NEW MEANING TO EDUCATION FOR ALASKA'S MULTICULTURAL SOCIETY AND TO PROVIDE MAXIMUM EDUCATIONAL OPPORTUNITY. AMONG THE FACTORS EXPLORED IN THE STUDY WERE SOCIOECONOMIC STATUS, HEALTH, COMMUNITY BACKGROUND, SCHOOL PROGRAMS (INCLUDING PRESCHOOL THROUGH ADULT EDUCATION AND COLLEGE), TEACHER ATTITUDES, LINGUISTIC AND CULTURAL DIFFERENCES, BOARDING SCHOOLS, CURRICULAR CHANGES, AND PARENTAL INVOLVEMENT IN EDUCATION. RECOMMENDATIONS INCLUDE PROVIDING THE MOST EFFICIENT POSSIBLE MOVE INTO THE WHITE WORLD, WITH ENHANCEMENT OF SELF-IMAGE AND PROMOTION OF NATIVE PRIDE TO KEEP THE CULTURAL CONTINUITY. IT IS NOTED THAT PROFESSIONAL DEVELOPMENT OF TEACHERS, RESEARCH DATA, AND IMPROVED FACILITIES ARE NEEDED. (EL)

ACCESSION NUMBER: ED041684

PUBLICATION DATE: MAR 70

TITLE: GOPHERS OR GADFLIES: PROBLEMS OF INDIAN SCHOOL BOARDS.

PERSONAL AUTHOR: WAX, MURRAY L.

DESCRIPTOR: *AMERICAN INDIANS; *BOARD OF EDUCATION ROLE; COMMUNITY CONTROL; *EDUCATIONAL RESEARCH; EDUCATIONAL STATUS COMPARISON; EVALUATION NEEDS; *PARENT SCHOOL RELATIONSHIP; *SCHOOL DISTRICT AUTONOMY

IDENTIFIER: *ROUGH ROCK DEMONSTRATION SCHOOL

DESCRIPTIVE NOTE: 14P.; SPEECH GIVEN AT THE ANNUAL MEETINGS OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (MINNEAPOLIS, MINNESOTA, MARCH 1970)

THE INSTITUTION OF INDIAN SCHOOL BOARDS IN RURAL INDIAN COMMUNITIES AND ON RESERVATIONS HAS ACCOMPANIED A RETURN TOWARD LOCAL CONTROL IN EDUCATION. LOCAL CONTROL BY ETHNIC COMMUNITIES TRANSFORMS POWER RELATIONSHIPS, AND THIS CHANGES ATTITUDES OF EDUCATORS TOWARD STUDENTS -- ALTHOUGH LOCAL BOARDS OFTEN LACK THE EDUCATIONAL EXPERTISE TO ATTEMPT CHANGES IN EDUCATIONAL POLICY AND PROGRAMS. ERICKSON, COMPARING ROUGH ROCK DEMONSTRATION SCHOOL TO OTHER KINDS OF SCHOOLS SERVING NAVAJO STUDENTS, REPORTS THAT (1) FEDERAL SCHOOLS ARE EQUAL OR BETTER IN PROGRAM AND ARE MORE EFFICIENTLY OPERATED AND (2) THE INDIAN SCHOOL BOARD AT ROUGH ROCK SPENDS LITTLE TIME ON MATTERS OF BASIC EDUCATIONAL POLICY. DESPITE THE FURORE CAUSED BY THE STUDY, HONEST AND CRITICAL APPRAISALS FROM OUTSIDE RESEARCHERS ARE NECESSARY TO ASSIST AND IMPROVE LOCAL SCHOOL BOARDS AND TO PREVENT THE DEMISE OF LOCAL CONTROL AS A REFORM MOVEMENT. (JH)

ACCESSION NUMBER: ED041685

PUBLICATION DATE: 18 APR 69

TITLE: PUBLIC FORUM BEFORE THE COMMITTEE ON URBAN INDIANS IN L.A., CALIF. (DEC. 16-17, 1968); DALLAS, TEX. (FEB. 13-14, 1969); MINNEAPOLIS-ST. PAUL, MINN. (MAR. 18-19, 1969); SAN FRANCISCO, CALIF. (APR. 11-12, 1968); PHOENIX, ARIZ. (APR. 17-18, 1969).

DESCRIPTOR: *AMERICAN INDIANS; BIRACIAL COMMITTEES; CIVIL RIGHTS; *EDUCATION; EMPLOYMENT; LIVING STANDARDS; *OPPORTUNITIES; PROGRAM DESCRIPTIONS; RECREATION; *SOCIOECONOMIC STATUS; *URBAN POPULATION

DESCRIPTIVE NOTE: 1143P.

THE PROCEEDINGS OF PUBLIC FORUMS OF THE NATIONAL COUNCIL OF INDIAN OPPORTUNITY ARE RECORDED IN THESE 5 DOCUMENTS. THESE FORUMS WERE DESIGNED TO GAIN INFORMATION ON THE CONDITION OF URBAN AMERICAN INDIANS LIVING IN LOS ANGELES, MINNEAPOLIS-ST. PAUL, SAN FRANCISCO, DALLAS, AND PHOENIX. INCLUDED IN EACH OF THE DOCUMENTS ARE DISCUSSIONS ON SUCH FACTORS AS INDIAN EDUCATION, HOUSING, EMPLOYMENT, RECREATION, SOCIAL SERVICES, AND JUSTICE. THE COUNCIL WAS TO IDENTIFY SPECIFIC PROBLEMS OF URBAN INDIANS AND MAKE RECOMMENDATIONS TO THE OFFICE OF ECONOMIC OPPORTUNITY AND OTHER FEDERAL AGENCIES ASSISTING AMERICAN INDIANS. (EL)

ACCESSION NUMBER: ED041686

PUBLICATION DATE: JAN 70

TITLE: COMMUNITY BACKGROUND REPORTS: BETHEL, ALASKA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 11, FINAL REPORT.

PERSONAL AUTHOR: CONNELLY, JOHN; BARNHARDT, RAY

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; DEMOGRAPHY; ECONOMICS; *EDUCATION; EDUCATIONAL FACILITIES; *ESKIMOS; FIELD STUDIES; HEALTH CONDITIONS; HOUSING; *NATIONAL SURVEYS; TEACHER CHARACTERISTICS

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 18P.

AS A PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT DESCRIBES THE BACKGROUND OF THE PREDOMINANTLY ESKIMO COMMUNITY OF BETHEL, ALASKA. INFORMATION WAS OBTAINED VIA COMMUNITY OBSERVATION, INTERVIEWS, AND QUESTIONNAIRES. SPECIFIC COMMUNITY CHARACTERISTICS DESCRIBED INCLUDE LOCATION AND PHYSICAL FEATURES, POPULATION, FACILITIES, ECONOMY, HOUSING, HEALTH CONDITIONS, PROBLEMS, AND TRENDS. THE EDUCATIONAL SYSTEM -- PHYSICAL PLANT, ADMINISTRATION AND FINANCE, TEACHING STAFF, PUPIL POPULATION, CURRICULUM, PARENTAL ATTITUDES, AND PROBLEMS -- IS ALSO DEPICTED. THE REPORT CONTAINS 2 MAPS. (AL)

ACCESSION NUMBER: ED041687

PUBLICATION DATE: 70

TITLE: COMMUNITY BACKGROUND REPORTS: SECOND MESA DAY SCHOOL; HOPI-MISHONGNOVI, SHIPAULOVI, SHUNGOPAVY VILLAGES AND SUNLIGHT BAPTIST MISSION. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 12, FINAL REPORT.

PERSONAL AUTHOR: KABOTIE, MICHAEL; AND OTHERS

DESCRIPTOR: ADULT BASIC EDUCATION; AGENCIES; *AMERICAN INDIANS; ATTITUDES; BILINGUAL EDUCATION; *COMMUNITY CHARACTERISTICS; CURRICULUM; *EDUCATION; *NATIONAL SURVEYS; PRESCHOOL PROGRAMS; RURAL SCHOOLS; *SOCIOECONOMIC INFLUENCES; STUDENT CHARACTERISTICS; TEACHERS

IDENTIFIER: *ARIZONA; HOPI INDIANS

DESCRIPTIVE NOTE: 22P.

AS PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS PAPER IS A COMMUNITY AND EDUCATIONAL BACKGROUND REPORT OF THE HOPI VILLAGES FOUND ON SECOND MESA, ARIZONA. THE REPORT INCLUDES LOCATION AND CLIMATE OF THE VILLAGES, VILLAGE STRUCTURE, POPULATION, ECONOMIC FACTORS, SOCIAL AND POLITICAL STRUCTURE, DRESS, TRANSPORTATION, AND RECENT DEVELOPMENTS. THE EDUCATIONAL DESCRIPTION INCLUDES THE DISCUSSIONS OF THE PHYSICAL PLANT, FINANCE AND ADMINISTRATION, SCHOOL STAFF, STUDENTS, CURRICULUM, NEW EDUCATION PROGRAMS, AND SCHOOL AND COMMUNITY ATTITUDES. (LS)

ACCESSION NUMBER: ED041688

PUBLICATION DATE: JAN 70

TITLE: COMMUNITY BACKGROUND REPORTS: NEAH BAY: THE MAKAH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 13, FINAL REPORT.

PERSONAL AUTHOR: CONNELLY, JOHN; BARNHARDT, RAY

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *COMMUNITY CHARACTERISTICS; CULTURAL FACTORS; *EDUCATION; EDUCATIONAL FACILITIES; HISTORY; *NATIONAL SURVEYS; POPULATION TRENDS; RURAL SCHOOLS; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: MAKAH INDIANS; *WASHINGTON STATE

DESCRIPTIVE NOTE: 13P.

AS ONE OF THE FINAL PAPERS OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS REPORT IS A DESCRIPTION OF THE MAKAH INDIAN COMMUNITY AND SCHOOL AT NEAH BAY, WASHINGTON. INCLUDED IN THE COMMUNITY DESCRIPTION ARE CURRENT POPULATION FACTORS, HISTORICAL BACKGROUND, AND ECONOMIC FACTORS. THE EDUCATIONAL PORTION OF THE DOCUMENT GIVES HISTORICAL BACKGROUND, PHYSICAL PLANT INFORMATION, ADMINISTRATIVE AND FINANCIAL FACTORS, TEACHER DATA, CURRICULUM FACTORS, AND INFORMATION ON SCHOOL AND COMMUNITY ATTITUDES. TWO MAPS SHOW THE LOCATION OF THE SCHOOL AND THE COMMUNITY. (LS)

ACCESSION NUMBER: ED041689

PUBLICATION DATE: JAN 70

TITLE: COMMUNITY BACKGROUND REPORTS: TAHOLAH, QUINAULT RESERVATION, WASHINGTON. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 14, FINAL REPORT.

PERSONAL AUTHOR: CONNELLY, JOHN; BARNHARDT, RAY

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; CULTURAL OPPORTUNITIES; DEMOGRAPHY; ECONOMIC FACTORS; *EDUCATION; EDUCATIONAL FACILITIES; ENVIRONMENTAL INFLUENCES; *FIELD STUDIES; HEALTH SERVICES; LOW RENT HOUSING; *NATIONAL SURVEYS; PARENT PARTICIPATION

IDENTIFIER: QUINAULT INDIANS; *WASHINGTON STATE

DESCRIPTIVE NOTE: 18P.

NUMBER 14 OF THE 1ST SERIES OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS COMMUNITY BACKGROUND REPORT CONCERNS ITSELF WITH THE TAHOLAH, QUINAULT RESERVATION IN WASHINGTON STATE. INFORMATION WAS COLLECTED VIA OBSERVATION, INTERVIEWS, AND QUESTIONNAIRES. DESCRIBED ARE THE COMMUNITY OF TAHOLAH; POPULATION CHARACTERISTICS AND HISTORICAL BACKGROUND; THE ECONOMICS OF THE QUINAULT TRIBE; ECONOMIC TRENDS AND PROSPECTS; THE EDUCATIONAL SYSTEM INCLUDING PHYSICAL PLANT, ADMINISTRATION, PROGRAMS, TEACHING STAFF, PUPIL POPULATION, PARENTAL INVOLVEMENT, THE SCHOOL'S RELATION TO THE COMMUNITY, AND CURRENT PROBLEMS AND TRENDS. (AL)

ACCESSION NUMBER: ED041690

PUBLICATION DATE: JUN 70

TITLE: FILM EVALUATIONS OF ESKIMO EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 4, FINAL REPORT.

PERSONAL AUTHOR: COLLIER, JOHN, JR.

DESCRIPTOR: *AMERICAN INDIANS; CLASSROOM OBSERVATION TECHNIQUES; COMMUNITY AGENCIES (PUBLIC); *COMMUNITY CHARACTERISTICS; CULTURAL ENVIRONMENT; CURRICULUM EVALUATION; *EDUCATION; EDUCATIONAL FACILITIES; *ESKIMOS; FAMILY INFLUENCE; FEDERAL AID; *FIELD STUDIES; FILMS; HYGIENE; LANGUAGE HANDICAPS; PRESCHOOL EDUCATION; RELIGIOUS AGENCIES; SMALL SCHOOLS; TEACHER AIDES; TEACHER ALIENATION; TEACHER QUALIFICATIONS

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 160P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THE EDUCATIONAL ENVIRONMENTS OF SCHOOLS IN 2 ALASKAN TUNDRA VILLAGES, IN A STATE-CONSOLIDATED SCHOOL IN BETHEL, AND IN ANCHORAGE PUBLIC SCHOOLS WERE FILMED TO PROVIDE EMPIRICAL EVIDENCE FOR THE EVALUATION OF ESKIMO EDUCATION. THIS FILM STUDY WAS POINTED TOWARD ASCERTAINING WHETHER SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS ARE SINGULARLY DIFFERENT FROM OTHER SCHOOLS EDUCATING INDIANS. IN ADDITION, THE FILM SAMPLE RANGED FROM THE MOST UNDISTURBED ENVIRONMENT TO THE MOST UN-ESKIMO ENVIRONMENT IN ALASKA IN AN ATTEMPT TO DETERMINE HOW THE RELATIVE LEARNING PACE OF CHILDREN CHANGED. AMONG THE CONCLUSIONS IN THE DOCUMENT, IT IS NOTED THAT THERE IS LITTLE DIFFERENCE BETWEEN THE QUALITY OF BIA AND STATE-OPERATED SCHOOLS; THERE IS A NEED FOR A MORE CULTURALLY APPROPRIATE SCHOOL CURRICULUM AND MORE RELATIVE SUBJECT MATTER; NATIVE TEACHERS SHOULD BE RECRUITED; THE NUMBER OF COMMUNITY SCHOOL PROGRAMS SHOULD BE INCREASED; AND THERE SHOULD BE A RESTRENGTHENING OF THE LEGAL STATUS OF ESKIMOS WITH SOCIAL RIGHTS AND SERVICES FROM THE FEDERAL GOVERNMENT. (AL)

ACCESSION NUMBER: ED041335

PUBLICATION DATE: 70

TITLE: THE FIRST NATIONAL INDIAN WORKSHOP ON SCHOOL AFFAIRS. (OGDEN, UTAH, MARCH 24-28, 1969).

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL FINANCE; FINANCIAL SUPPORT; *GOVERNING BOARDS; PARENT ASSOCIATIONS; PARENT PARTICIPATION; SCHOLARSHIPS; *SCHOOL ADMINISTRATION; *SCHOOL COMMUNITY COOPERATION; SCHOOL FUNDS; SCHOOL SUPERVISION; TUITION GRANTS; *WORKSHOPS

IDENTIFIER: JOHNSON O'MALLEY ACT

DESCRIPTIVE NOTE: 211P.

THIS FIRST NATIONAL INDIAN WORKSHOP ON SCHOOL AFFAIRS PROVIDED 5 DAYS OF TRAINING AND ORIENTATION FOR 165 INDIAN PARTICIPANTS FROM 46 TRIBAL GROUPS. THE AREAS OF INSTRUCTION WERE 1) PARENTAL INVOLVEMENT, INCLUDING PTA, ATTENDANCE AT SCHOOL FUNCTIONS, AWARENESS OF WHAT IS GOING ON IN THE SCHOOL, ENCOURAGEMENT OF THE PARENTS' INTEREST AND CONCERN IN THEIR CHILDREN'S EDUCATION, AND INCREASE IN THE SCHOOL ADMINISTRATION'S INVOLVEMENT WITH THE PARENTS; 2) SCHOLARSHIP AND FINANCIAL AID PROGRAMS, PROVIDING FACTUAL INFORMATION ON GRANTS AND SCHOLARSHIPS AVAILABLE TO INDIAN STUDENTS, THE QUALIFICATIONS REQUIRED, AND PROCEDURES TO BE FOLLOWED IN APPLYING FOR GRANTS; 3) SCHOOL BOARD TRAINING, GIVING DETAILS ON ELECTIONS FOR THE BOARD, THE EFFECTS OF THE JOHNSON-O'MALLEY ACT, THE FUNCTIONS OF THE CENTRAL OFFICE OF THE BUREAU OF INDIAN AFFAIRS, AND BUDGETARY PROCESSES; 4) TRIBAL EDUCATION COMMITTEES, DEALING WITH THE RESPONSIBILITIES AND FUNCTIONS OF AN EDUCATION COMMITTEE, THEIR FUTURE INFLUENCE, AND THEIR RELATIONS WITH THE BUREAU OF INDIAN AFFAIRS. THE SIX KEYNOTE SPEECHES ARE INCLUDED, WITH THREE EVALUATION REPORTS, AND AN APPENDIX CONTAINING THE AGENDA, PARTICIPANT LIST, AND AN OUTLINE FOR PARENTAL INVOLVEMENT IN SCHOOL AFFAIRS. (MBM)

ACCESSION NUMBER: ED041921

PUBLICATION DATE: OCT 69

TITLE: A SELECTED BIBLIOGRAPHY OF AMERICAN ETHNIC WRITING AND SUPPLEMENT.

PERSONAL AUTHOR: PRICHARD, NANCY S.

DESCRIPTOR: *AMERICAN INDIANS; ART; AUTOBIOGRAPHIES; *BIBLIOGRAPHIES; BIOGRAPHIES; *CHINESE AMERICANS; DRAMA; ETHNIC GROUPS; FILMS; FOLKLORE; BOOKS; LITERARY CRITICISM; MUSIC; *NEGRO LITERATURE; NOVELS; PERIODICALS; PHONOGRAPH RECORDS; POETRY; *SPANISH AMERICANS

DESCRIPTIVE NOTE: 49P.

THIS BIBLIOGRAPHY AND SUPPLEMENT ON AMERICAN ETHNIC WRITING PROVIDE EXTENSIVE LISTINGS OF MATERIALS BY OR ABOUT AFRO-AMERICANS, AMERICAN INDIANS, HISPANIC AMERICANS, AND ORIENTALS. THE AREAS COVERED ARE NOVELS, BIOGRAPHY, AUTOBIOGRAPHY, POETRY, DRAMA, ART, FOLKLORE, MUSIC, FILMS, RECORDS, PERIODICALS, ANTHOLOGIES, BIBLIOGRAPHIES, CRITICISM, HISTORY, SOCIOLOGY, POLITICAL SCIENCE, AND JUVENILE/YOUNG ADULT. (MF)

ACCESSION NUMBER: ED042189

PUBLICATION DATE: MAR 70

TITLE: INDIANS AND OTHER AMERICANS IN MINNESOTA CORRECTIONAL INSTITUTIONS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; CHILDREN; *COURT LITIGATION; FAMILY BACKGROUND; INDIVIDUAL CHARACTERISTICS; *MEXICAN AMERICANS; MINORITY GROUPS; *NEGROES; *PSYCHIATRIC SERVICES; SOCIAL PROBLEMS; YOUTH

DESCRIPTIVE NITE: 56P.

THIS REPORT COMPARES THE CHARACTERISTICS OF INDIAN AMERICAN NEW COURT COMMITMENTS WITH THE CHARACTERISTICS OF NEGRO, MEXICAN-AMERICAN, AND WHITE NEW COURT COMMITMENTS DURING THE SAME PERIOD OF TIME. A TOTAL OF THREE CATEGORIES OF INDIVIDUALS WAS EXAMINED, JUVENILES, YOUTH, ADULTS. THE POPULATIONS USED ARE NOT REPRESENTATIVE OF THE ETHNIC GROUPS IN QUESTION, HOWEVER, THE DATA MAY BE USEFUL IN POINTING UP CHARACTERISTICS WHICH ARE SOCIALLY, IF NOT STATISTICALLY, SIGNIFICANT. DATA WERE COLLECTED CONCERNING: (1) ETHNIC COMPARISONS; (2) PLACE OF BIRTH; (3) MINNESOTA COUNTY OF RESIDENCE; (4) PLACE OF RESIDENCE; (5) PREVIOUS CORRECTIONAL HISTORIES; (6) MARITAL STATUS AND LIVING SITUATION; (7) RELIGION; (8) INTELLIGENCE ESTIMATE; (9) EDUCATIONAL ATTAINMENT; (10) OCCUPATIONAL SKILL LEVEL; (11) CURRENT EMPLOYMENT STATUS; AND (12) PREVIOUS PSYCHIATRIC TREATMENT AND PRESENTENCE PSYCHIATRIC EVALUATION. (KJ)

ACCESSION NUMBER: ED042214

PUBLICATION DATE: JUL 70

TITLE: JUNIOR HIGH INDIAN CHILDREN IN MINNEAPOLIS: A STUDY OF ONE PROBLEM SCHOOL: THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ATTITUDES; EDUCATIONAL QUALITY; *ETHNIC GROUPS; INDIANS; JUNIOR HIGH SCHOOLS; RACE INFLUENCES; *RACIAL FACTORS; *SCHOOL SURVEYS

DESCRIPTIVE NOTE: 87P.

THIS REPORT DISCUSSES THE PROBLEM OF INDIAN CHILDREN IN BRYANT JUNIOR HIGH SCHOOL IN MINNEAPOLIS. SOME FINDINGS OF THE SPECIAL SUBCOMMITTEE OF INDIAN EDUCATION ARE OF DIRECT IMPORTANCE SINCE THIS REPORT SEEKS TO FIND WHERE THESE FINDINGS APPLY TO ONE PARTICULAR JUNIOR HIGH SCHOOL AND WHERE THE GENERAL FINDINGS DO NOT APPEAR ADEQUATE FOR THIS SCHOOL. THE TASK FORCE REPORT OF 1969 IS PRESENTED, FOLLOWED BY A PLAN FOR BRYANT JUNIOR HIGH. THE TASK FORCE REPORT OF 1970 IS THEN GIVEN. OTHER TOPICS AND DATA PRESENTED INCLUDE: (1) THE BRYANT INDIAN EDUCATION SURVEY; (2) ACTION AREAS CONCERNING BRYANT INDIAN STUDENTS; (3) A PROFILE OF BRYANT INDIAN STUDENTS; (4) THE EDUCATION-RELATED VALUES AND ATTITUDES OF INDIAN PARENTS; (5) ACTION POSSIBILITIES SUGGESTED BY THE PARENTAL QUESTIONNAIRE; (6) TEACHERS AND ADMINISTRATORS AT BRYANT, ATTITUDES TOWARDS INDIANS AND PERSONAL COMPETENCE; (7) SOME ACTION POSSIBILITIES SUGGESTED BY THE TEACHER-ADMINISTRATOR QUESTIONNAIRE; (8) SOME OVERVIEW COMMENTARY ON INDIAN EDUCATION; AND (9) THE BRYANT DATA AND THE SENATE SUBCOMMITTEE FINDINGS. (KJ)

ACCESSION NUMBER: FD042522

PUBLICATION DATE: 70

TITLE: PROJECT OUTREACH: AN ASSESSMENT OF TRIBAL ATTITUDES AND APPRAISAL OF THE EXTENT OF TRIBAL COUNCIL EXPERIENCE IN ADMINISTERING FEDERAL ASSISTANCE PROGRAMS, 1970.

DESCRIPTOR: *AGENCY ROLE; *AMERICAN INDIANS; *ATTITUDES; EDUCATION; *FEDERAL PROGRAMS; INVESTIGATIONS; LIVING STANDARDS; SOCIOECONOMIC INFLUENCES; *SURVEYS

DESCRIPTIVE NOTE: 68P.

PROJECT OUTREACH CONDUCTED A SURVEY TO ASSIST THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY (NCIO) IN FULFILLING ITS OBLIGATIONS OF COORDINATION, APPRAISAL, AND INNOVATION OF VARIOUS FEDERAL PROGRAMS AFFECTING THE INDIAN COMMUNITY. THE REPORT COVERS 49 RESERVATIONS AND INDIAN GROUPS AND IS A SYNTHESIS OF THE ORIGINAL RESPONSES PROVIDED BY INDIAN CONSULTANTS WHO WERE SELECTED TO OBTAIN INFORMATION (ON TRIBAL COMMUNITIES, PROGRAMS, AND ACTIVITIES) FOR DISCUSSION AT A SPECIAL NCIO MEETING. THE DOCUMENT DISCUSSES (1) TERMINATION, SELF-DETERMINATION AND CONTRACTING FEDERAL PROGRAMS, EDUCATION, HEALTH CARE, HOUSING, LAW-AND-ORDER PROGRAMS, AND ECONOMIC DEVELOPMENT AND (2) THE RELATIVE EFFECTIVENESS OF THE PROGRAMS OF VARIOUS FEDERAL AGENCIES AS SEEN BY INDIANS SERVED. (LS)

ACCESSION NUMBER: ED042523

PUBLICATION DATE: 8 JUL 70

TITLE: PRESIDENTIAL MESSAGE ON INDIAN AFFAIRS.

PERSONAL AUTHOR: NIXON, RICHARD

DESCRIPTOR: *AMERICAN INDIANS; ECONOMICALLY DISADVANTAGED; EDUCATION; *FEDERAL PROGRAMS; HEALTH; *LEADERSHIP; *LEGISLATION; *POLICY FORMATION; SOCIOECONOMIC INFLUENCES

DESCRIPTIVE NOTE: 14P.; PRESIDENTIAL MESSAGE PRESENTED TO THE CONGRESS OF THE UNITED STATES (WASHINGTON, D.C., JULY 8, 1970)

PRESIDENT NIXON'S MESSAGE POINTED OUT THE DEPRIVATION AND THE INJUSTICES WHICH THE AMERICAN INDIANS HAVE SUFFERED FOR CENTURIES. IT WAS NOTED THAT NOW IS THE TIME TO BREAK WITH THE PAST AND CREATE CONDITIONS FOR A NEW ERA IN WHICH THE INDIAN FUTURE IS DETERMINED BY INDIAN ACTS AND DECISIONS. THE RELATIONSHIP BETWEEN THE FEDERAL GOVERNMENT AND THE INDIAN TRIBES REGARDING TERMINATION OF TRUSTEESHIP WAS POINTED OUT, AND INDIAN PROBLEMS SUCH AS EDUCATION, ECONOMIC DEVELOPMENT, AND HEALTH WERE DISCUSSED. IT WAS CONCLUDED THAT INDIANS NEED FEDERAL ASSISTANCE BUT THAT THE GOVERNMENT NEEDS INDIAN ENERGIES AND INDIAN LEADERSHIP IF ITS ASSISTANCE IS TO BE EFFECTIVE. (EL)

ACCESSION NUMBER: ED042524

PUBLICATION DATE: 21 AUG 69

TITLE: FEDERAL-STATE INDIAN AFFAIRS CONFERENCE.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; COMMUNICATIONS; COMMUNITY; *CONFERENCE REPORTS; EDUCATION; EDUCATIONAL ADMINISTRATION; *FEDERAL PROGRAMS; HEALTH; MANAGEMENT; PROGRAM PLANNING; *SOCIOECONOMIC STATUS; *STATE PROGRAMS; VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 115P.; PROCEEDINGS OF FEDERAL-STATE INDIAN AFFAIRS CONFERENCE (LAKE TAHOE, STATELINE, NEVADA, AUGUST 19-21, 1969)

GOVERNORS OF 30 STATES HAVING SIGNIFICANT INDIAN POPULATIONS WERE INVITED TO THIS CONFERENCE TO CREATE BETTER INTERGOVERNMENTAL RELATIONS IN INDIAN AFFAIRS. STATE INVOLVEMENT WAS STRESSED IN FORMULATING FEDERAL POLICY AND SERVICES, AS WAS ALLOWING THE INDIANS TO PARTICIPATE IN PLANNING PROGRAMS AFFECTING THEM. AT THE CONFERENCE, OFFICIALS FROM THE BUREAU OF INDIAN AFFAIRS EXPLAINED VARIOUS SUCCESSFUL AND UNSUCCESSFUL PROGRAMS. SPECIAL REPORTS ON INDIAN AFFAIRS IN ARIZONA, OKLAHOMA, NEVADA, AND MINNESOTA WERE GIVEN, AS WELL AS INDIVIDUAL REPORTS FROM THE OTHER 26 STATES. A SUMMARY OF THE CONFERENCE IS INCLUDED ALONG WITH COMPLETE CONFERENCE PROCEEDINGS AND A LIST OF ALL PARTICIPANTS. (EL)

ACCESSION NUMBER: ED042525

PUBLICATION DATE: 26 JAN 70

TITLE: NATIONAL COUNCIL ON INDIAN OPPORTUNITY: REPORT.

DESCRIPTOR: ADMINISTRATION; AGRICULTURE; *AMERICAN INDIANS; ECONOMIC DEVELOPMENT; EDUCATION; EMPLOYMENT OPPORTUNITIES; *FEDERAL PROGRAMS; HEALTH; HOUSING; INDUSTRIALIZATION; INTERAGENCY COOPERATION; LEGAL RESPONSIBILITY; *PROBLEMS; *PROGRAM EVALUATION; *REPORTS; SPEECHES; URBAN ENVIRONMENT; WELFARE

DESCRIPTIVE NOTE: 28P.; REPORT OF MEETING OF THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY (WASHINGTON, D.C., JANUARY 26, 1970)

EXPLANATORY STATEMENTS BY ACTING EXECUTIVE DIRECTOR OF THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY NOTED (1) THAT THE COUNCIL WAS FORMED TO INVOLVE INDIAN PEOPLE IN FEDERAL POLICY AND THE PROGRAM-FORMULATION PROCESS AND (2) THAT PRINCIPAL FUNCTIONS OF THE NCIO WERE TO ENCOURAGE FULL USE OF FEDERAL PROGRAMS TO BENEFIT INDIANS, TO ENCOURAGE INTERAGENCY COORDINATION AND COOPERATION, TO APPRAISE IMPACT AND PROGRESS OF FEDERAL PROGRAMS, AND TO SUGGEST WAYS TO IMPROVE SUCH PROGRAMS. AT THE JANUARY 1970 MEETING, VICE-PRESIDENT AGNEW DISCUSSED THE RELATIONSHIP AND RESPONSIBILITIES OF THE FEDERAL GOVERNMENT TO THE INDIAN PEOPLE, CITED PROBLEMS TO BE FOCUSED UPON, AND DIRECTED EACH CABINET MEMBER PRESENT TO RESPOND TO RECOMMENDATIONS MADE BY THE 6 INDIAN COUNCIL MEMBERS. INDIAN MEMBERS OF THE NCIO PRESENTED RECOMMENDATIONS ON ADMINISTRATION, EDUCATION, HEALTH, WELFARE, URBAN ENVIRONMENT, ECONOMIC DEVELOPMENT, LEGAL RIGHTS, AGRICULTURE, HOUSING, AND THE BLUE LAKE RELIGIOUS SANCTUARY. THE CONCLUDING STATEMENT BY AN INDIAN COUNCIL MEMBER NOTED THAT THE FOREMOST NEED OF ALL INDIAN PEOPLE IS A STEADY INCOME-PRODUCING JOB, AND METHODS WERE RECOMMENDED FOR SECURING INDUSTRIES WHICH WOULD PROVIDE EMPLOYMENT. (AN)

ACCESSION NUMBER: ED042526

PUBLICATION DATE: MAY 70

TITLE: EDUCATIONAL ACHIEVEMENT OF INDIAN STUDENTS IN PUBLIC SECONDARY SCHOOLS AS RELATED TO EIGHT VARIABLES, INCLUDING RESIDENTIAL ENVIRONMENT. FINAL REPORT.

PERSONAL AUTHOR: DANKWORTH, RICHARD T.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; ANXIETY; CULTURAL DIFFERENCES; *EDUCATIONAL RESEARCH; LEARNING MOTIVATION; READING ABILITY; RURAL URBAN DIFFERENCES; *SECONDARY SCHOOL STUDENTS; SELF CONCEPT; STATISTICAL ANALYSIS; *UNDERACHIEVERS

DESCRIPTIVE NOTE: 95P.

THE OBJECTIVE OF THE RESEARCH WAS TO DETERMINE THE RELATIONSHIP OF 8 VARIABLES TO THE EDUCATIONAL ACHIEVEMENT OF 178 INDIAN PUBLIC SECONDARY SCHOOL STUDENTS IN NEVADA. THE 8 VARIABLES WERE RESIDENCE ENVIRONMENT, MENTAL ABILITY, READING ABILITY, ANXIETY, SELF-CONCEPT, ACHIEVEMENT MOTIVE, VERBAL CONCEPT CHOICE, AND INTERACTION WITH THE DOMINANT CULTURE. THE INDEPENDENT VARIABLE, RESIDENCE ENVIRONMENT, INCLUDED THE RURAL RESERVATION, THE URBAN COLONY, AND THE MULTI-ETHNIC COMMUNITY. THE DEPENDENT VARIABLE, EDUCATIONAL ACHIEVEMENT, WAS MEASURED BY PERFORMANCE ON THE "CALIFORNIA ACHIEVEMENT TEST." EIGHT TEST INSTRUMENTS WERE USED TO TEST 2 HYPOTHESES: (1) THAT THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN THE VARIABLES ACTING TOGETHER AND THE EDUCATIONAL ACHIEVEMENT OF INDIAN STUDENTS AND (2) THAT A SIGNIFICANT CONTRIBUTION IS MADE BY EACH VARIABLE TO THE VARIABILITY OF EDUCATIONAL ACHIEVEMENT WHEN THE OTHER VARIABLES ARE HELD CONSTANT. IN ADDITION, THE FOLLOWING QUESTION WAS ASKED: WHICH OF THE VARIABLES CAN BE REMOVED AND STILL MAINTAIN THE RELATIONSHIP FOUND IN TESTING THE FIRST HYPOTHESIS? THERE WAS A SIGNIFICANT CORRELATION (.01 LEVEL) BETWEEN ACHIEVEMENT AND THE 7 VARIABLES ACTING TOGETHER. INDIVIDUALLY, 4 VARIABLES WERE FOUND TO CONTRIBUTE MORE SIGNIFICANTLY TO THE VARIABILITY OF ACHIEVEMENT THAN THE OTHERS. READING ABILITY WAS THE VARIABLE LATER EXCLUDED FROM THE ANALYSIS. (EJ)

ACCESSION NUMBER: ED042527

PUBLICATION DATE: JUL 70

TITLE: THE ROLE OF SECONDARY EDUCATION IN THE DEVELOPMENT OF INDIGENOUS LEADERSHIP IN AMERICAN INDIAN COMMUNITIES. FINAL REPORT.

PERSONAL AUTHOR: GEMBERLING, ELISABETH; AND OTHERS

DESCRIPTOR: ACADEMIC PERFORMANCE; *AMERICAN INDIANS; ASPIRATION; CAREER PLANNING; *COMPARATIVE ANALYSIS; CULTURAL BACKGROUND; EDUCATIONAL EXPERIENCE; *HIGH SCHOOL STUDENTS; *LEADERSHIP QUALITIES; *STUDENT ATTITUDES

IDENTIFIER: ATHAPASKANS; *SIOUX

DESCRIPTIVE NOTE: 335P.

JUNIOR AND SENIOR STUDENTS FROM 2 HIGH SCHOOLS IN SOUTH DAKOTA AND FROM 6 HIGH SCHOOLS IN ALASKA WERE STUDIED AND COMPARED FOR LEADERSHIP POTENTIAL IN THEIR LOCAL COMMUNITIES. SOME 119 SIOUX STUDENTS AND 63 ATHAPASKAN STUDENTS WERE INTERVIEWED AS WERE PRINCIPALS, GUIDANCE COUNSELORS, TEACHERS, AND AREA OFFICIALS (BUREAU OF INDIAN AFFAIRS, PUBLIC HEALTH SERVICE, AND LOCAL INDIAN LEADERS). IN ADDITION, QUESTIONNAIRES WERE MAILED TO TEACHERS IN THE 8 SCHOOLS UNDER STUDY. THE 4 INDICATORS OF LEADERSHIP POTENTIAL USED WERE LEADERSHIP ASPIRATION, ACADEMIC PERFORMANCE, CHARACTER TRAITS RECOGNIZABLE BY PEERS AND TEACHERS, AND FUTURE PLANS OF STUDENTS. SIOUX STUDENTS WERE MOST OFTEN LACKING IN LEADERSHIP ASPIRATION, AND ATHAPASKAN STUDENTS LACKED LEADERSHIP PLANS AS REFLECTED BY THEIR LACK OF INTEREST IN COLLEGE OR A HIGH-LEVEL SERVICE OCCUPATION. MAJOR RECOMMENDATIONS WERE (1) THAT SIOUX STUDENTS BE EXPOSED TO AN INTENSIVE PROGRAM OF STUDY AND GUIDANCE TO ENCOURAGE INTEREST AND CONCERN FOR THE PINE RIDGE RESERVATION AND (2) THAT ALASKAN SCHOOLS SHOULD PROVIDE BOTH INFORMATION ABOUT, AND SUPPORT FOR, COLLEGE ATTENDANCE AND ENTRY INTO PROFESSIONAL LEVEL OCCUPATIONS. (JH)

AVAILABILITY: THE LIBRARIAN, BUREAU OF APPLIED SOCIAL RESEARCH, COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, 605 WEST 115TH STREET, NEW YORK, N.Y. 10025 ($3.00)

ACCESSION NUMBER: ED042528

PUBLICATION DATE: 67

TITLE: THE DROPOUT PROBLEM AMONG INDIAN AND METIS STUDENTS.

PERSONAL AUTHOR: GOUCHER, A. C.

DESCRIPTOR: ACADEMIC ASPIRATION; *AMERICAN INDIANS; *BOARDING SCHOOLS; *CROSS CULTURAL STUDIES; *DROPOUT ATTITUDES; DROPOUT RESEARCH; ECONOMIC DISADVANTAGEMENT; EDUCATIONAL RESEARCH; *HIGH SCHOOL STUDENTS; OCCUPATIONAL ASPIRATION; OUT OF SCHOOL YOUTH; STUDENT ATTITUDES; TEACHER ATTITUDES

IDENTIFIER: *CANADIAN INDIANS

DESCRIPTIVE NOTE: 52P.

THE PRIMARY PURPOSE OF THE STUDY WAS TO INVESTIGATE THE PROBLEM OF STUDENT DROPOUT AMONG INDIANS AND METIS AT FRONTIER COLLEGIATE INSTITUTE, A RESIDENTIAL HIGH SCHOOL, IN CRANBERRY PORTAGE, MANITOBA, CANADA. THE STUDY UTILIZED STUDENT QUESTIONNAIRES REGARDINGSCHOOL EXPERIENCES, RESIDENTIAL LIFE, AND STUDENT ASSESSMENT OF THE SITUATION. TEACHER QUESTIONNAIRES DEALT WITH ASSESSMENT OF THE DISTRICT'S EDUCATIONAL SITUATION, TEACHER-STUDENT RELATIONSHIP, AND SOLUTIONS TO THE DROPOUT PROBLEM. OF THE 293 RESIDENT STUDENTS AT FRONTIER COLLEGIATE IN APRIL OF 1967, 251 RETURNED QUESTIONNAIRES. FROM THE 103 TEACHERS CONTACTED, 38 QUESTIONNAIRES WERE RETURNED. STUDIES OF 4 OF THE COMMUNITIES FROM WHICH THE STUDENTS CAME REVEALED THE SAME COMMON FACTORS AFFECTING STUDENT DROPOUT AT THE INSTITUTION. THERE WAS A STRIKING RESEMBLANCE BETWEEN THE PROBLEMS FACING THE CANADIAN INDIANS AND THOSE FACING INDIANS IN THE UNITED STATES. THE PROBLEMS ARE BROUGHT ABOUT BY CULTURAL AND VALUE DIFFERENCES ARISING FROM COMPARISON TO A DOMINANT MIDDLE-CLASS WHITE CULTURE. BECAUSE OF THIS, THE STUDY INCLUDED A TOUR OF VARIOUS INSTITUTIONS IN CANADA AND THE UNITED STATES. THE MAIN PURPOSE OF THE TOUR WAS TO INTERVIEW PERSONS ACTIVELY ASSOCIATED WITH EITHER INDIAN EDUCATIONAL PROGRAMS OR OTHER PROGRAMS DESIGNED TO MEET THE NEEDS OF CHILDREN FROM AN ALIEN CULTURE, WHETHER THAT BE FOUNDED ON ECONOMICS, NATIONALITY, RACE, OR GEOGRAPHICAL LOCATION. (EJ)

AVAILABILITY: DOME PETROLEUM LIMITED, 706 - 7TH AVENUE S.W., CALGARY 2, ALBERTA ($2.50)

ACCESSION NUMBER: ED042529

PUBLICATION DATE: 69

TITLE: INDIAN POVERTY IN SOUTH DAKOTA.

PERSONAL AUTHOR: KENT, CALVIN A.; JOHNSON, JERRY W.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; DROPOUT RATE; *ECONOMICALLY DISADVANTAGED; EDUCATIONAL ATTITUDES; EMPLOYMENT OPPORTUNITIES; HEALTH CONDITIONS; LAND USE; LOW INCOME GROUPS; MARKETING; POPULATION TRENDS; *POVERTY PROGRAMS; *PROGRAM EVALUATION; *RACIAL CHARACTERISTICS; SOCIOECONOMIC INFLUENCES; STATISTICAL DATA

IDENTIFIER: *SOUTH DAKOTA

DESCRIPTIVE NOTE: 96P.

AN ANALYSIS OF ECONOMIC PROBLEMS OF THE AMERICAN INDIAN POPULATION IN SOUTH DAKOTA IS GIVEN IN THE DOCUMENT. THE PURPOSE OF THE STUDY WAS (1) TO CHARACTERIZE AND DESCRIBE INDIAN POVERTY AND (2) TO MEASURE THE IMPACT OF THIS POVERTY, IN ECONOMIC TERMS, ON THE ECONOMY OF THE STATE AND TO ANALYZE SOME OF THE PROGRAMS IN OPERATION TO EASE THE INDIANS' ECONOMIC DISTRESS. CURRENT (1969) STATISTICAL INFORMATION IS PRESENTED ON INDIAN POPULATION AND MANPOWER, EMPLOYMENT, LAND USE AND OWNERSHIP, INCOME, HEALTH, AND THE NUMBER AND TYPE OF FEDERAL PROGRAMS DEALING WITH INDIANS IN SOUTH DAKOTA. CHAPTERS ARE DEVOTED TO BACKGROUND, CHARACTERISTICS OF INDIAN POVERTY, RESERVATION MARKETING SYSTEMS IN NORTH DAKOTA AND SOUTH DAKOTA, COSTS OF POVERTY, EVALUATION OF CURRENT PROGRAMS, AND SUMMARY AND CONCLUSIONS FOR THE STUDY. EACH CHAPTER GIVES CONCLUSIONS INDEPENDENTLY; HOWEVER, THE OVERALL CONCLUSION WAS THAT, FOR EXAMPLE, DUE TO LACK OF JOB OPPORTUNITIES, INADEQUATE EDUCATION, AND POOR HEALTH, THE CONDITIONS OF POVERTY FOR THE INDIAN ARE DEEPENED. IT IS NOTED THAT THERE IS A NEED FOR RETHINKING THE ENTIRE APPROACH TOWARD CURRENT PROGRAMS SO THAT THEY WILL CONTRIBUTE TO A SOLUTION RATHER THAN TO THE PROBLEM OF POVERTY. (AN)

ACCESSION NUMBER: ED042530

PUBLICATION DATE: OCT 66

TITLE: A SURVEY OF THE CONTEMPORARY INDIANS OF CANADA: A REPORT ON ECONOMIC, POLITICAL, EDUCATIONAL NEEDS AND POLICIES, VOL. I.

PERSONAL AUTHOR: CAIRNS, H. A. C.; AND OTHERS

DESCRIPTOR: ADMINISTRATION; *AGENCY ROLE; *AMERICAN INDIANS; CIVIL RIGHTS; COMMUNITY; DEVELOPMENT; *ECONOMICALLY DISADVANTAGED; EDUCATION; HEALTH; LEGISLATION; MANAGEMENT; *POLITICAL INFLUENCES; PROGRAM PLANNING; *SOCIOCULTURAL PATTERNS

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 409P.

AS THE FIRST OF 2 VOLUMES OF A SURVEY OF CONTEMPORARY (1966) ECONOMIC, POLITICAL, AND EDUCATIONAL NEEDS OF INDIANS OF CANADA, THIS STUDY VIEWED THE DIFFICULTIES INDIANS HAVE FACED ECONOMICALLY AND POLITICALLY. THE STUDY TOOK OVER 2 YEARS TO COMPLETE, AND OVER 40 SCHOLARS PARTICIPATED USING INTERVIEWS, FIRSTHAND OBSERVATIONS, AND QUESTIONNAIRES TO GATHER DATA. IT WAS NOTED THAT PERSONAL DISORGANIZATION IS THE EXPLANATION FOR THE INDIAN'S FAILURE TO DEVELOP ECONOMICALLY, WHICH RESULTS IN HIS FAILURE TO ADJUST TO THE DOMINANT CULTURE. LACK OF ECONOMIC DEVELOPMENT WAS REPORTED AS THE OVERRIDING PROBLEM CONFRONTING THE CANADIAN INDIAN. THE DOCUMENT ALSO VIEWED THE ARGUMENT OF THE INDIAN'S RIGHT TO CITIZENSHIP STATUS. IT WAS RECOMMENDED THAT SOURCES OF ACTION BE PROVIDED WHICH WOULD BE PROFITABLE FOR THE INDIAN IN TERMS OF IMPROVING HIS POSITION TO MAKE HIS CHOICE IN LIFE. EDUCATIONAL NEEDS OF CANADIAN INDIANS WERE SURVEYED IN VOLUME II, ED 035 466. (EL)

AVAILABILITY: QUEEN'S PRINTER AND CONTROLLER OF STATIONERY, OTTAWA, ONTARIO, CANADA ($4.00)

ACCESSION NUMBER: ED042531

PUBLICATION DATE: 68

TITLE: INDIAN LITERATURE FOR JUNIOR AND SENIOR HIGH SCHOOLS.

PERSONAL AUTHOR: BUCK, JUNE M.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BOOKLISTS; *JUNIOR HIGH SCHOOL STUDENTS; *LIBRARY MATERIAL SELECTION; *SECONDARY SCHOOL STUDENTS; SUPPLEMENTARY READING MATERIALS

DESCRIPTIVE NOTE: 25P.

LITERATURE CITED IN THIS ANNOTATED BIBLIOGRAPHY IS ORGANIZED INTO 5 CATEGORIES: (1) FICTION--52 ENTRIES PUBLISHED FROM 1940 TO 1966; (2) POETRY, PLAYS, CREATIVE WRITING--8 ENTRIES PUBLISHED FROM 1966 TO 1967; (3) MYTHS, LEGENDS, FOLKTALES--23 ENTRIES PUBLISHED FROM 1947 TO 1967; (4) NONFICTION--32 ENTRIES PUBLISHED FROM 1959 TO 1967; AND (5) BIOGRAPHY--52 ENTRIES PUBLISHED FROM 1947 TO 1963. THIS LIST IS AN ATTEMPT TO GATHER PLEASURE BOOKS FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS ABOUT THE NORTH AMERICAN INDIANS. A BIBLIOGRAPHY OF BOOK-SELECTION SOURCES IS APPENDED. (LS)

AVAILABILITY: DIVISION OF INDIAN EDUCATION, STATE DEPT. OF PUBLIC INSTRUCTION, 1333 W. CAMELBACK RD., PHOENIX, ARIZONA 85013

ACCESSION NUMBER: ED042538

PUBLICATION DATE: FEB 70

TITLE: WHO SHOULD CONTROL INDIAN EDUCATION? A HISTORY, THREE CASE STUDIES, RECOMMENDATIONS.

PERSONAL AUTHOR: MCKINLEY, FRANCIS; AND OTHERS

DESCRIPTOR: *ADMINISTRATION; *AMERICAN INDIANS; ATTITUDES; CIVIL RIGHTS; COMMUNITY PROBLEMS; CURRICULUM; DISADVANTAGED ENVIRONMENT; *DISCRIMINATORY ATTITUDES (SOCIAL); *EDUCATION; *FEASIBILITY STUDIES; IMPROVEMENT; MANAGEMENT; PILOT PROJECTS; SOCIOECONOMIC STATUS; TEACHING METHODS

DESCRIPTIVE NOTE: 34P.

CONDUCTED IN 1967 BY THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT AT THE REQUEST OF THE NATIONAL INDIAN YOUTH COUNCIL, THIS 1-YEAR STUDY WAS MADE ON AMERICAN INDIANS AT THE FOLLOWING SITES; LONEMAN, SOUTH DAKOTA; PONCA CITY, OKLAHOMA; CROW AGENCY, MONTANA; FORT BERTHOLD, NORTH DAKOTA; NONDALTON, ALASKA; SOUTH NEK NEK, ALASKA; MESCALERO APACHE RESERVATION, NEW MEXICO; PAPAGO INDIAN RESERVATION, ARIZONA; SEATTLE, WASHINGTON; AND INDIAN BOARDING SCHOOLS. THE REPORT DESCRIBES THE STATE OF EDUCATION AVAILABLE TO AMERICAN INDIAN CHILDREN, PRESENTS 3 CASE STUDIES, AND OFFERS A SET OF RECOMMENDATIONS FOR IMPROVEMENT. COLLECTION OF BASE-LINE DATA INCLUDED OBTAINING INFORMATION ON SCHOOL ADMINISTRATION, CURRICULUM AND TEACHING METHODS, STUDENT ACHIEVEMENT, ATTITUDES OF TEACHERS AND ADMINISTRATORS, AND UNIQUE CHARACTERISTICS OF THE SCHOOLS ATTENDED BY THE INDIAN CHILDREN. CONCLUSIONS WERE THAT EDUCATION PROVIDED FOR INDIAN CHILDREN IS A FAILURE AND HAS NOT SUCCEEDED IN PREPARING THEM TO BE PRODUCTIVE CITIZENS IN THE LARGER SOCIETY. IN ADDITION TO THE STUDY ACTIVITIES, 3 PILOT PROJECTS WERE DEVELOPED AT VARIOUS SITES: (1) EDUCATIONAL MATERIALS LIBRARIES IN HEAD START SCHOOLS, (2) A TUTORING PROGRAM FOR JUNIOR HIGH STUDENTS, AND (3) A NONPROFIT ORGANIZATION FOR COMMUNITY DEVELOPMENT. (EL)

AVAILABILITY: FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, 1 GARDEN CIRCLE, HOTEL CLAREMONT, BERKELEY, CALIFORNIA 94705 ($1.00)

ACCESSION NUMBER: ED042539

PUBLICATION DATE: 68

TITLE: INDIAN CHILDREN AND THE READING PROGRAM: A MODEL FOR DIRECT OBSERVATION AND TEST-ITEM ANALYSIS AS A BASIS FOR GUIDANCE IN THE FORMULATION OF A LANGUAGE ARTS PROGRAM FOR INDIAN CHILDREN.

PERSONAL AUTHOR: PHILION, WILLIAM L. E.; GALLOWAY, CHARLES G.

DESCRIPTOR: *AMERICAN INDIANS; *COMPREHENSION; *ENGLISH (SECOND LANGUAGE); ITEM ANALYSIS; *LANGUAGE ARTS; TEST RESULTS; *VOCABULARY DEVELOPMENT

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 26P.

THE 2 APPROACHES CONSIDERED IN THIS STUDY FOR THE CONSTRUCTION OF AN ENGLISH LANGUAGE ARTS PROGRAM FOR INDIAN CHILDREN ARE DIRECT OBSERVATION OF CHILDREN'S LANGUAGE PATTERNS AND ITEM-ANALYSIS OF CHILDREN'S RESPONSES MADE TO DIAGNOSTIC TEST ITEMS. SOME 225 CHILDREN IN GRADES 4 TO 7 OF AN INTEGRATED ELEMENTARY SCHOOL ON VANCOUVER ISLAND, CANADA, SERVED AS THE SUBJECTS. APPROXIMATELY ONE-THIRD OF THE SUBJECTS WERE INDIAN. RESULTS OF THE STUDY INDICATE THAT INDIAN CHILDREN HAVE DIFFICULTY IN VOCABULARY DEVELOPMENT AND COMPREHENSION. PARTICULARLY, THE INDIAN CHILDREN HAVE DIFFICULTY MAKING USE OF CONNECTIVES AND PREPOSITIONS. ONE IMPLICATION IS THAT THE PLANNING OF A LANGUAGE ARTS PROGRAM FOR INDIAN CHILDREN BE BASED ON SPECIFICITY OF DIAGNOSIS AND INDIVIDUAL PRESCRIPTION RATHER THAN ON VAGUE, GENERAL TEST INFORMATION SUCH AS GRADE PLACEMENT SCORES. (AUTHOR/LS)

ACCESSION NUMBER: ED042551

PUBLICATION DATE: JUN 70

TITLE: COMMUNITY BACKGROUND REPORTS: THREE BOARDING SCHOOLS (PHOENIX INDIAN SCHOOL, PHOENIX, ARIZONA; THEODORE ROOSEVELT SCHOOL, FORT APACHE, ARIZONA; CHEMAWA INDIAN SCHOOL, SALEM, OREGON). NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 15, FINAL REPORT.

PERSONAL AUTHOR: WESEMANN, RALPH E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; ENROLLMENT; *FEDERAL PROGRAMS; *NATIONAL SURVEYS; SCHOOL COMMUNITY RELATIONSHIP; *SCHOOL DEMOGRAPHY

DESCRIPTIVE NOTE: 21P.

THREE BUREAU OF INDIAN AFFAIRS OFF-RESERVATION BOARDING SCHOOLS (PHOENIX INDIAN SCHOOL IN PHOENIX, ARIZONA; THEODORE ROOSEVELT SCHOOL IN FORT APACHE, ARIZONA; AND CHEMAWA INDIAN SCHOOL IN SALEM, OREGON) ARE THE SUBJECTS FOR THIS REPORT, WHICH IS A PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. BRIEF DESCRIPTIONS OF THE PHYSICAL PLANT, STAFF, DORMITORY LIFE, CURRICULUM, STUDENT BODY, EXTRACURRICULAR ACTIVITIES, COMMUNITY, ADMINISTRATION AND FINANCE, AND FUTURE PLANS OF THE SCHOOL ARE INCLUDED. (LS)

ACCESSION NUMBER: ED042552

PUBLICATION DATE: JAN 70

TITLE: COMMUNITY BACKGROUND REPORTS: PAPAGO RESERVATION, SELLS, ARIZONA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 17, FINAL REPORT.

PERSONAL AUTHOR: MACKETT, ROBERT; CHILCOTT, JOHN H.

DESCRIPTOR: *AMERICAN INDIANS; BUS TRANSPORTATION; *COMMUNITY PROBLEMS; ECONOMIC OPPORTUNITIES; *EDUCATIONAL PROBLEMS; ELEMENTARY SCHOOL STUDENTS; HEALTH SERVICES; HOUSING OPPORTUNITIES; *NATIONAL SURVEYS; SCHOOL DEMOGRAPHY; SCHOOL ORGANIZATION; SECONDARY SCHOOL STUDENTS; SOCIAL ENVIRONMENT; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *ARIZONA; PAPAGO INDIANS

DESCRIPTIVE NOTE: 11P.

NUMBER 17 IN SERIES I OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION DESCRIBES THE SMALL COMMUNITY OF SELLS, ARIZONA, IN TERMS OF (1) LOCATION AND CLIMATE, (2) SOCIOCULTURAL BACKGROUND, (3) TRANSPORTATION PROBLEMS, (4) HOUSING PROBLEMS, (5) GOVERNMENTAL INFLUENCE, (6) RECREATION, (7) EDUCATIONAL OPPORTUNITIES, AND (8) RECENT CHANGES. SELLS IS A PREDOMINATELY INDIAN TOWN LOCATED IN SOUTHWEST ARIZONA. GOVERNMENTAL AGENCIES (E.G., BUREAU OF INDIAN AFFAIRS, U.S. PUBLIC HEALTH SERVICE, AND OFFICE OF ECONOMIC OPPORTUNITY) PROVIDE JOBS, AS DO THE CATTLE INDUSTRY AND SOME DISTANT MINING OPERATIONS. THE TOWN IS THE CENTRAL GATHERING PLACE OF THE PAPAGO INDIAN TRIBE. THE PREDOMINANCE OF OUTDOOR SANITATION FACILITIES IS ATTRIBUTED TO A CRITICAL SHORTAGE OF WATER WHICH MUST BE HAULED BY TRUCK. HOUSING IS CHARACTERISTICALLY OF ADOBE CONSTRUCTION AND SMALL IN SIZE, BUT HOUSE TRAILERS HAVE BEEN MOVED INTO THE AREA RECENTLY. THE EDUCATIONAL ENVIRONMENT INCLUDES (1) BUSSING OF CHILDREN FROM DISTANT VILLAGES, (2) A CENTRAL SCHOOL DISTRICT (INDIAN OASIS SCHOOL DISTRICT #40), (3) A HIGH SCHOOL AND AN ELEMENTARY SCHOOL SERVING A POPULATION OF 779 STUDENTS, AND (4) A 3-MAN ELECTED SCHOOL BOARD. RECENTLY, A NEW HIGH SCHOOL HAS BEEN PROPOSED. ADDITIONALLY, SELLS HAS 5 CHURCHES, ONE OF WHICH OPERATES A SCHOOL. THE REPORT CONTAINS 1 MAP AND A TABLE. (AB)

ACCESSION NUMBER: ED042553

PUBLICATION DATE: 1 JUN 70

TITLE: COMMUNITY BACKGROUND REPORTS: THE MISSISSIPPI CHOCTAWS AND THEIR EDUCATIONAL PROGRAM. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 21, FINAL REPORT.

PERSONAL AUTHOR: PETERSON, JOHN H., JR.; RICHBURG, JAMES R.

DESCRIPTOR: ADMINISTRATIVE ORGANIZATION; ADULT EDUCATION PROGRAMS; *AMERICAN INDIANS; *COMMUNITY ACTION; *DEMOGRAPHY; *EDUCATIONAL PROGRAMS; PARENT PARTICIPATION; *SCHOOL COMMUNITY RELATIONSHIP; TEACHER CHARACTERISTICS

IDENTIFIER: *CHOCTAWS; MISSISSIPPI

DESCRIPTIVE NOTE: 46P.

GENERAL RESEARCH BY AN ANTHROPOLOGIST AND EXPERIENCES OF AN EDUCATOR DURING A 2-YEAR PERIOD FORM THE BASIS FOR THIS REPORT ON EDUCATION OF MISSISSIPPI CHOCTAW INDIANS. A DISCUSSION OF THE PHYSICAL AND CULTURAL ENVIRONMENT OF THE MISSISSIPPI CHOCTAW IS FOLLOWED BY A DESCRIPTION OF THE ORGANIZATION, FACILITIES, PERSONNEL, AND PROGRAMS OF CHOCTAW SCHOOLS. SIGNIFICANT TRENDS EMERGING IN CHOCTAW EDUCATION INCLUDE A GREATER DEGREE OF SELF-DETERMINATION BY CHOCTAWS, MORE COMMUNITY PARTICIPATION IN EDUCATIONAL DECISION-MAKING, AND A GREATER EMPHASIS ON INDIANIZATION IN CURRICULUM AND IN EDUCATIONAL PROGRAMS. (JH)

ACCESSION NUMBER: ED042559

PUBLICATION DATE: MAY 70

TITLE: SUBURBAN SCHOOL CHILDREN AND AMERICAN INDIANS: A SURVEY OF IMPRESSIONS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 5, FINAL REPORT.

PERSONAL AUTHOR: HANSON, LORIE; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ATTITUDES; CULTURAL DIFFERENCES; CULTURE CONFLICT; CURRICULUM; *ELEMENTARY SCHOOL STUDENTS; ETHNIC STUDIES; *NATIONAL SURVEYS; *RACIAL ATTITUDES; SCHOOL SURVEYS; STUDENT ATTITUDES; STUDENT EXPERIENCE

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 55P.

AS A PART OF A FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS SURVEY WAS CONDUCTED AMONG 8 ELEMENTARY SCHOOLS IN BLOOMINGTON, MINNESOTA. THE STUDY WAS CONCERNED PRIMARILY WITH CONCEPTIONS HELD BY WHITE ELEMENTARY SCHOOL CHILDREN ABOUT THE AMERICAN INDIANS. SECONDLY, IT WAS HOPED THAT THE SURVEY WOULD PROVIDE BROADER INSIGHTS AND WOULD HELP TO SOLIDIFY ATTITUDES ABOUT INDIANS. STUDENTS WERE ASKED TO WRITE 1-PAGE PAPERS ON "WHAT I KNOW ABOUT INDIANS" TO DETERMINE THE TYPE AND QUANTITY OF PREVIOUS EXPERIENCE OF ANY KIND THAT THESE STUDENTS HAD HAD WITH AMERICAN INDIANS. IT WAS HOPED THAT THIS APPROACH WOULD ALLOW THE STJDENTS TO PROVIDE INFORMATION UNAFFECTED BY AN OVERLY STRUCTURED INSTRUMENT. RESPONSES WERE ANALYZED IN TERMS OF (1) FACTUAL STATEMENTS AND (2) ATTITUDES TOWARD INDIANS. SOME 643 RESPONSES WERE RECORDED FROM STUDENTS IN GRADES 3-6. A GREAT DIVERSITY OF KNOWLEDGE ABOUT INDIANS WAS FOUND. IT WAS FELT THAT THE AFFECTIVE AND FACTUAL PICTURES OF AMERICAN INDIANS PRESENTED BY THE STUDENTS TENDED TO BE UNCOMPLIMENTARY AND INACCURATE AND THAT FACTUAL KNOWLEDGE OF AMERICAN INDIANS WAS OVERGENERALIZED. IN CONCLUSION, SUGGESTIONS ARE PRESENTED FOR EFFECTIVE GUIDELINES IN THE DEVELOPMENT, EMPLOYMENT, AND EVALUATION OF INDIAN CULTURAL AND HISTORICAL MATERIALS. (EL)

ACCESSION NUMBER: ED042560

PUBLICATION DATE: JUL 70

TITLE: CHARACTERISTICS AND ATTITUDES OF 1968 HASKELL INSTITUTE STUDENTS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 6, FINAL REPORT.

PERSONAL AUTHOR: GOODNER, JAMES; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ASPIRATION; ATTITUDES; FRIENDSHIP; *INDIVIDUAL CHARACTERISTICS; *JUNIOR COLLEGES; *NATIONAL SURVEYS; QUESTIONNAIRES; RELIGIOUS FACTORS; RESIDENTIAL SCHOOLS; SEX DIFFERENCES; TRIBES; *VOCATIONAL TRAINING CENTERS

IDENTIFIER: *HASKELL INSTITUTE

DESCRIPTIVE NOTE: 83P.

HASKELL INSTITUTE AT LAWRENCE, KANSAS--A POST-HIGH-SCHOOL VOCATIONAL EDUCATION CENTER AND JUNIOR COLLEGE SPONSORED BY THE BUREAU OF INDIAN AFFAIRS--IS THE SUBJECT OF THIS PAPER IN THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. A BRIEF HISTORY OF THE DEVELOPMENT OF HASKELL IS FOLLOWED BY THE RESULTS OF A SURVEY GIVEN TO 689 STUDENTS IN 1968. THE SURVEY QUESTIONNAIRE CONTAINED 33 ITEMS DESIGNED TO ELICIT INFORMATION ON STUDENT ATTITUDES TOWARD THE INSTITUTE, CULTURAL BACKGROUND, RELIGIOUS PREFERENCES, FRIENDSHIP PATTERNS, AND VOCATIONAL PREFERENCES. PROFILES ARE PROVIDED SEPARATELY FOR ALL RESPONDENTS, MALE RESPONDENTS, AND FEMALE RESPONDENTS IN THE 99 TABLE WHICH CONCLUDE THIS REPORT. (LS)

ACCESSION NUMBER: ED042563

PUBLICATION DATE: MAY 70

TITLE: LANGUAGE SURVEY OF ENTERING PRIMARY STUDENTS (RURAL SCHOOLS).

PERSONAL AUTHOR: CARRUTHERS, J. B.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUALISM; *ELEMENTARY SCHOOL STUDENTS; ESKIMOS; *LANGUAGE USAGE; PRIMARY EDUCATION; PROGRAM PLANNING; *RURAL SCHOOLS; SCHOOL SURVEYS; STUDENT NEEDS

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 13P.

WITH THE COOPERATION OF THE ALASKA STATE-OPERATED SCHOOLS AND THE BUREAU OF INDIAN AFFAIRS (BIA), A STUDY OF LANGUAGE CAPABILITIES OF ENTERING PRIMARY STUDENTS WAS ACCOMPLISHED. SOME 175 RURAL SCHOOLS WERE CONTACTED, AND REPLIES WERE RECEIVED FROM 96 SCHOOLS--A 55% RESPONSE RATE, OF WHICH 38 (35%) WERE RECEIVED FROM STATE-OPERATED SCHOOLS AND 58 (87%) WERE RECEIVED FROM BIA SCHOOLS. USING A SPECIAL FORM, THE TEACHERS IN RESPONDING SCHOOLS WERE ASKED FOR LANGUAGE INFORMATION ABOUT ENTERING PRIMARY STUDENTS. (STUDENTS REPEATING THE GRADE WERE EXCLUDED.) INFORMATION WAS COLLECTED ON LANGUAGE USED BY STUDENTS IN THE CLASSROOM AND ON THE PLAYGROUND, AND IN THE HOME BY PARENTS. LANGUAGE USED IN THE CLASSROOM WAS BROKEN INTO CATEGORIES: SPEAKS NO ENGLISH (5.5%), SPEAKS ONLY SINGLE ENGLISH WORDS (13.7%), SPEAKS ENGLISH IN NO MORE THAN PHRASES (19.4%), SPEAKS ENGLISH IN COMPLETE SENTENCES (61.5%). DATA ON LANGUAGE SPOKEN BY STUDENTS ON THE PLAYGROUND SHOWED THAT 59.9% SPOKE ENGLISH, 27.9% SPOKE A NATIVE LANGUAGE, AND 11.9% WERE BILINGUAL. DATA ON LANGUAGE SPOKEN BY PARENTS SHOWED THAT 41.0% SPOKE ENGLISH, 28.4% SPOKE A NATIVE LANGUAGE, AND 30.1% WERE BILINGUAL. MARKED DIFFERENCES WERE FOUND BETWEEN BIA AND STATE-OPERATED SCHOOLS. BASED ON THE SURVEY, IT IS GENERALIZED THAT BILINGUAL PROGRAMS IN ALASKA ARE NECESSARY. ELEVEN TABLES AND A SAMPLE OF THE DATA-COLLECTION FORM ARE INCLUDED. (AL)

ACCESSION NUMBER: ED042771

PUBLICATION DATE: JUN 70

TITLE: PORTRAITS: THE LITERATURE OF MINORITIES: AN ANNOTATED BIBLIOGRAPHY OF LITERATURE BY AND ABOUT FOUR ETHNIC GROUPS IN THE UNITED STATES FOR GRADES 7-12.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIOGRAPHIES; CHINESE AMERICANS; DRAMA; JAPANESE AMERICANS; LEGENDS; LITERATURE APPRECIATION; *MEXICAN AMERICANS; *MINORITY GROUPS; *NEGROES; NEGRO LITERATURE; NOVELS; POETRY; SECONDARY EDUCATION; SELF CONCEPT; STUDENT DEVELOPMENT; TALES; TEACHER ROLE; THEMATIC APPROACH

DESCRIPTIVE NOTE: 79P.

INTENDED TO AID THE SECONDARY SCHOOL TEACHER IN RECOMMENDING APPROPRIATE WORKS TO STUDENTS, THIS ANNOTATED BIBLIOGRAPHY BY AND ABOUT BLACK AMERICANS, NORTH AMERICAN INDIANS, MEXICAN AMERICANS, AND ASIAN AMERICANS GIVES DETAILED INFORMATION AND EVALUATIONS ON THEMES, LITERARY QUALITY, AND INTELLECTUAL AND EMOTIONAL LEVELS OF MATERIALS. THE BIBLIOGRAPHY, BASED ON THE STANDARDS OF THE BOOKLIST "WE BUILD TOGETHER," IS ORGANIZED ACCORDING TO LITERARY TYPES--NOVELS, SHORT STORIES, POETRY, DRAMA, FOLK TALES AND LEGENDS, BIOGRAPHIES, AUTOBIOGRAPHIES, ESSAYS, LETTERS, SPEECHES, AND ANTHOLOGIES--WITH EVERY SELECTION INTENDED TO FOSTER THE DEVELOPMENT OF BETTER SELF-CONCEPTS FOR MINORITY GROUP STUDENTS AND TO CONTRIBUTE TO A GREATER UNDERSTANDING FOR MAJORITY CULTURE STUDENTS. AVAILABILITY OF PAPERBACK EDITIONS IS NOTED. A SEPARATE BIBLIOGRAPHY FOR TEACHERS AND SUGGESTIONS FOR THEMATIC UNITS ARE INCLUDED. (MF)

ACCESSION NUMBER: ED043399

PUBLICATION DATE: 70

TITLE: INDIANS IN THE CITY: A STUDY OF THE URBANIZATION OF INDIANS IN TORONTO.

PERSONAL AUTHOR: NAGLER, MARK

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; *EDUCATION; EMPLOYMENT POTENTIAL; INTERVIEWS; *SOCIAL ADJUSTMENT; URBAN IMMIGRATION; *URBANIZATION

IDENTIFIER: *CANADA; TORONTO

DESCRIPTIVE NOTE: 107P.

THE PROCESS OF INDIAN URBAN ADJUSTMENT IS INVESTIGATED IN THIS STUDY OF AMERICAN INDIANS IN TORONTO, CANADA. MAJOR FACTORS WHICH INFLUENCE INDIAN SETTLEMENT IN CANADIAN CITIES AND THE PATTERNS OF ACCOMMODATION ARE ILLUSTRATED. INSTITUTIONS WITHIN THE URBAN ENVIRONMENT WHICH PROVIDE THE SOCIAL SUPPORTS PERMITTING EASIER INDIAN ACCOMMODATION WITHIN THE URBAN AREA, ALONG WITH FACTORS WHICH TEND TO RETARD THE FORMATION OF INDIAN RESERVE COMMUNITIES WITHIN THE CITY, ARE DESCRIBED. THIS REPORT IS THE RESULT OF INTERVIEWS WITH 150 URBAN INDIANS AND DATA COLLECTION FROM SOCIAL WORKERS; FEDERAL, PROVINCIAL, AND MUNICIPAL GOVERNMENT OFFICIALS; COMMUNITY PLANNERS; TEACHERS; AND ORGANIZERS. (JH)

AVAILABILITY: THE CANADIAN RESEARCH CENTRE FOR ANTHROPOLOGY, SAINT PAUL UNIVERSITY, 223 MAIN, OTTAWA 1, CANADA ($2.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043403

PUBLICATION DATE: APR 68

TITLE: MANPOWER SERVICES TO ARIZONA INDIANS, 1967. FIFTEENTH ANNUAL REPORT.

PERSONAL AUTHOR: CARTER, JAMES R., COMP.

DESCRIPTOR: ADULT COUNSELING; *AMERICAN INDIANS; *ANNUAL REPORTS; COUNSELING CENTERS; EDUCATION; *EMPLOYMENT; EMPLOYMENT COUNSELORS; FARM OCCUPATIONS; FEDERAL PROGRAMS; *MANPOWER DEVELOPMENT; *OCCUPATIONAL GUIDANCE; SERVICE OCCUPATIONS; STATE AGENCIES; STATE PROGRAMS; UNEMPLOYED

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 33P.

THE FIFTEENTH ANNUAL REPORT OF THE ARIZONA STATE EMPLOYMENT SERVICE (ASES) DESCRIBED THE MANPOWER SITUATION OF ARIZONA INDIANS IN 1967. SERVICES PROVIDED BY ASES INCLUDED A WIDE RANGE OF COUNSELING REGARDING JOB OPPORTUNITIES IN NONAGRICULTURAL AND AGRICULTURAL JOB PLACEMENT, AND IT WAS NOTED THAT 21,001 INDIANS WERE PLACED DURING THE YEAR. PROFICIENCY TESTING FOR ADULTS AS WELL AS FOR HIGH SCHOOL STUDENTS WAS ALSO PROVIDED. OFFICES WERE MAINTAINED ON VARIOUS INDIAN RESERVATIONS IN THE STATE, AND ASES MAINTAINED CONTACT AND WORKED CLOSELY WITH OTHER STATE AGENCIES IN ARIZONA AND WITH FEDERAL OFFICES SUCH AS THE BUREAU OF INDIAN AFFAIRS. STATISTICS WERE PRESENTED ON THE INDIAN POPULATION, NUMBER OF PLACEMENTS, AND TYPES OF OCCUPATIONS. IN ADDITION, THE REPORT DISCUSSED PROGRESS MADE BY INDIAN TRIBES IN TERMS OF INDUSTRIAL DEVELOPMENT ON INDIAN LAND AND DESCRIBED PROGRAMS DESIGNED TO ENHANCE INDIAN VOCATIONAL SKILLS. (EL)

ACCESSION NUMBER: ED043406

PUBLICATION DATE: 69

TITLE: THE CROW INDIAN RESERVATION OF MONTANA. INDIAN AFFAIRS (NO. 4). FINAL REPORT.

PERSONAL AUTHOR: DEHOYOS, GENEVIEVE; DEHOYOS, AUTURO

DESCRIPTOR: AGE DIFFERENCES; *AMERICAN INDIANS; ATTITUDES; COMMUNITY ATTITUDES; *DEVELOPMENT; ECONOMICS; *EDUCATION; EMPLOYMENT; LABOR FORCE; MANPOWER DEVELOPMENT; POPULATION TRENDS; RURAL EDUCATION; SEX DIFFERENCES; *SOCIOECONOMIC STATUS; TRAINING; URBAN ENVIRONMENT

IDENTIFIER: *CROW INDIANS; MONTANA

DESCRIPTIVE NOTE: 22P.

AS A FINAL REPORT OF A SURVEY ABOUT MANPOWER POTENTIAL OF THE CROW INDIAN RESERVATION OF MONTANA, THIS REPORT GIVES A DESCRIPTION OF POPULATION CHARACTERISTICS, EDUCATIONAL ACHIEVEMENT, POTENTIAL LABOR FORCE, AVAILABLE SKILLS OF THE LABOR FORCE, AND PRESENT EMPLOYMENT CONDITIONS OF THE WORKER POPULATION ON THE RESERVATION. THE REPORT ALSO INCLUDES SOME IMPORTANT CONSIDERATIONS CONCERNING THE EXTENT OF USE OF MODERN LIVING FACILITIES ON THE RESERVATION AND THE ATTITUDES, PREFERENCES, AND PRACTICES OF THE RESERVATION PEOPLE CONCERNING LAND OWNERSHIP AND USE. THE DOCUMENT CONSISTS OF 3 MAIN PARTS. THE FIRST PART PRESENTS A GENERAL SUMMARY OF FINDINGS WITHOUT TABLES; THE SECOND PART PRESENTS SPECIFIC FINDINGS IN TABULAR FORM, WITH EXTENDED COMMENTS ON THE SOCIOECONOMIC CHARACTERISTICS OF THE POPULATION OF THE RESERVATION IN TERMS OF AGE, SEX, AND SOCIOECONOMIC STATUS; AND THE THIRD PART OF THE REPORT INCLUDES ANALYSIS OF ATTITUDES OF THE CROW PEOPLE TOWARD SOME OF THE ISSUES OF RESERVATION LIFE. THE REPORT SHOWS THAT EDUCATION IS NOT ENOUGH IF IT IS NOT SUPPORTED BY A BUSINESS OR INDUSTRIAL BASE ON THE RESERVATION WHERE LEARNED SKILLS AND EDUCATION CAN BE PUT TO USE. (EL)

ACCESSION NUMBER: ED043413

PUBLICATION DATE: JUN 70

TITLE: ANALYTICAL BIBLIOGRAPHY OF NAVAJO READING MATERIALS. REVISED AND ENLARGED EDITION.

PERSONAL AUTHOR: SPOLSKY, BERNARD; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; CULTURAL BACKGROUND; ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; *LANGUAGE DEVELOPMENT; *NAVAHO; *READING MATERIALS; RESOURCE MATERIALS

DESCRIPTIVE NOTE: 108P.

ENGLISH AND NAVAJO LANGUAGE MATERIALS ARE DESCRIBED IN THIS ANNOTATED BIBLIOGRAPHY OF READING MATERIALS WHICH IS PART OF THE NAVAJO READING STUDY FUNDED BY THE BUREAU OF INDIAN AFFAIRS. THE ENGLISH LANGUAGE MATERIALS WERE DEVELOPED TO TEACH NAVAJO CHILDREN ABOUT THEIR OWN CULTURE AND COULD BE USED TO FORM THE BASE FOR A CURRICULUM IN ENGLISH FOR NAVAJO STUDENTS. THE NAVAJO LANGUAGE MATERIALS WERE DEVELOPED AS PART OF A LITERACY PROGRAM FOR NAVAJOS IN THEIR NATIVE LANGUAGE. ORDERING INFORMATION AND AN AUTHOR INDEX ARE PROVIDED. THIS BIBLIOGRAPHY, AN ENLARGED AND REVISED EDITION OF ED 035 484, CITES 141 ITEMS PUBLISHED FROM 1897 TO 1970. (JH)

ACCESSION NUMBER: ED043415

PUBLICATION DATE: AUG 70

TITLE: THE EFFECTS OF BILINGUAL/BICULTURAL INSTRUCTION AMONG SPANISH-SPEAKING, ENGLISH-SPEAKING, AND SIOUX-SPEAKING KINDERGARTEN CHILDREN. A REPORT OF STATISTICAL FINDINGS AND RECOMMENDATIONS FOR EDUCATIONAL UNIT NO. 18, SCOTTSBLUFF, NEBRASKA.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; KINDERGARTEN CHILDREN; LANGUAGE PROFICIENCY; *LANGUAGE PROGRAMS; *MEXICAN AMERICANS; ORAL ENGLISH; PARENT ATTITUDES; *PROGRAM EVALUATION; SPANISH; STUDENT ATTITUDES

DESCRIPTIVE NOTE: 31P.

A BILINGUAL PROGRAM WAS IMPLEMENTED TO MEET THE EDUCATIONAL NEEDS OF SPANISH AMERICAN AND INDIAN CHILDREN WITH NOTED DEFICIENCIES IN ENGLISH AND/OR THEIR NATIVE LANGUAGES. THE PROGRAM COMPONENTS WERE AN ENGLISH ORAL LANGUAGE PROGRAM COUPLED WITH CONCEPT REINFORCEMENT IN THE VERNACULAR FOR KINDERGARTEN CHILDREN USING NON-STANDARD ENGLISH, ALONG WITH A SPANISH ORAL LANGUAGE PROGRAM FOR NON-SPANISH-SPEAKING KINDERGARTEN CHILDREN AND FOR CHILDREN WITH A BASIC STRUCTURE AND PHONOLOGY IN SPANISH. LANGUAGE INSTRUCTION WAS PROVIDED ON A DIFFERENTIATED BASIS, DEPENDING ON DIAGNOSTIC MEASURES. PROFICIENCY IN BOTH LANGUAGES WAS ASCERTAINED WITH PRE- AND POST-TESTING. PARENTAL ATTITUDES TOWARD BILINGUAL/BICULTURAL PROGRAMS AND STUDENT ATTITUDES TOWARD THEIR OWN AND OTHER CULTURAL CHARACTERISTICS WERE ALSO MEASURED. ALTHOUGH STATISTICAL FINDINGS DID NOT INDICATE HIGHLY SIGNIFICANT GAINS IN STUDENT ACHIEVEMENT, THE TREND WAS IN A POSITIVE DIRECTION. IT WAS STRONGLY RECOMMENDED THAT BOTH PROGRAM COMPONENTS BE CONTINUED AFTER CAREFUL EXAMINATION AND REVISION. (JH)

ACCESSION NUMBER: ED043416

PUBLICATION DATE: 69

TITLE: THE INDIAN STUDENT, PARENT AND FAMILY--A SUMMARY OF MONTANA EDUCATIONAL PROGRAMS.

PERSONAL AUTHOR: FITZPATRICK, JAMES W.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *CAREER PLANNING; COUNSELING; CURRICULUM DEVELOPMENT; *EDUCATION; *FEDERAL STATE RELATIONSHIP; GUIDANCE SERVICES; HIGHER EDUCATION; MOBILE EDUCATIONAL SERVICES; RECREATION; REMEDIAL INSTRUCTION; SCHOOL COMMUNITY PROGRAMS; *SCHOOL HOLDING POWER; VOCATIONAL EDUCATION

IDENTIFIER: *MONTANA

DESCRIPTIVE NOTE: 8P.; PAPER PREPARED FOR AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (RENO, NEVADA, 1969)

THE REPORT CONCERNS PROGRAMS CONDUCTED BY MONTANA COUNSELORS AND EDUCATORS IN THEIR EFFORTS TO BETTER MEET THE NEEDS OF THE INDIAN STUDENT, PARENT, AND THEIR FAMILIES. THE PROGRAMS WERE SPONSORED BY THE LOCAL SCHOOL DISTRICTS, MONTANA, DEPARTMENT OF PUBLIC INSTRUCTION, BUREAU OF INDIAN AFFAIRS, TRIBAL AGENCIES, AND THE MONTANA UNIVERSITY SYSTEM. THE FOLLOWING WERE SOME OF THE OBJECTIVES OF THE PROGRAMS: IMPROVING THE SCHOOL'S HOLDING POWER; DEVELOPING BETTER HOME-SCHOOL RELATIONSHIPS; IDENTIFYING THOSE STUDENTS WITH SPECIAL APTITUDES, INTERESTS, AND NEEDS; ESTABLISHING AN EFFECTIVE COUNSELING PROGRAM WHICH WOULD PROMOTE GREATER SELF-UNDERSTANDING AND MORE REALISTIC EDUCATIONAL AND CAREER PLANNING OF INDIAN STUDENTS; AND PROVIDING INDIAN FAMILIES WITH GENERAL EDUCATION IN THE BASIC SKILL AREAS. INCLUDED IN THE DOCUMENT ARE OPINIONS AND IDEAS OF PARTICIPANTS OF AN INDIAN EDUCATION CONFERENCE CONDUCTED BY THE DEPARTMENT OF INSTRUCTION OF MONTANA. (EL)

ACCESSION NUMBER: FD043417

PUBLICATION DATE: 10 APR 69

TITLE: "THE MEDIUM AND THE MESSAGE."

PERSONAL AUTHOR: COWAN, ANDREW

DESCRIPTOR: *AMERICAN INDIANS; *BROADCAST INDUSTRY; CULTURAL FACTORS; DEVELOPMENTAL TASKS; *ECONOMIC DEVELOPMENT; ESKIMOS; HUMAN DEVELOPMENT; *HUMAN RESOURCES; MASS MEDIA; *NATURAL RESOURCES; RESPONSIBILITY

IDENTIFIER: NORTHERN REGIONS

DESCRIPTIVE NOTE: 20P.; ADDRESS DELIVERED TO THE THIRD NORTHERN RESOURCES CONFERENCE (WHITEHORSE, YUKON TERRITORY, CANADA, APRIL 10, 1969)

RADIO COMMUNICATIONS HAVE BEEN AS NECESSARY TO THE DEVELOPMENT OF CANADIAN TERRITORIES NORTH OF THE 60TH PARALLEL AS ROADS, SCHOOLS, MEDICAL SERVICES, AND AIRSTRIPS. THE CANADIAN BROADCASTING CORPORATION DID NOT PIONEER BROADCASTING IN NORTHERN CANADA, BUT ITS NORTHERN SERVICE HAS BEEN THE ONLY BROADCASTING COMPANY NORTH OF THE 60TH PARALLEL FOR MANY YEARS. THE NETWORK EMPLOYS FEWER THAN 100 INDIANS, ESKIMOS, AND WHITES. IT BROADCASTS IN 3 ESKIMO DIALECTS, NORTHERN CREE, CHIPEWYAN, SLAVE, DOGRIB, LOUCHEUX, ENGLISH, AND FRENCH. THE NORTHERN SERVICE IS VITALLY CONCERNED WITH THE DEVELOPMENT OF BOTH HUMAN AND NATURAL RESOURCES IN THE NORTH, THE END RESULT OF WHICH MUST BE THE WELL-BEING OF ALL CANADIANS, INCLUDING THE NATIVE PEOPLE OF THE NORTH: THE ESKIMOS, INDIANS, AND METIS. IN KEEPING WITH THIS, THE NORTHERN SERVICE IS TRYING TO GIVE VOICE TO THE NATIVE PEOPLE SO THAT THEY MAY DISCUSS THEIR PROBLEMS AMONG THEMSELVES, IN THEIR OWN LANGUAGE IF THEY WISH, AND THEN ON EQUAL TERMS WITH THEIR FELLOW CANADIANS. (EJ)

ACCESSION NUMBER: ED043418

PUBLICATION DATE: SEP 70

TITLE: BILINGUAL/BICULTURAL EDUCATION -- AN EFFECTIVE LEARNING SCHEME FOR FIRST GRADE SPANISH SPEAKING, ENGLISH SPEAKING, AND AMERICAN INDIAN CHILDREN IN NEW MEXICO. A REPORT OF STATISTICAL FINDINGS AND RECOMMENDATIONS FOR THE GRANTS BILINGUAL EDUCATION PROJECT, GRANTS, NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); GRADE 1; INSTRUCTIONAL INNOVATION; NON ENGLISH SPEAKING; PARENT ATTITUDES; *PROGRAM DESCRIPTIONS; *SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 46P.

THE GRANTS, NEW MEXICO, BILINGUAL/BICULTURAL PROGRAM REPORTED IN THIS DOCUMENT WAS DESIGNED TO INTRODUCE INTO THE FIRST-GRADE CURRICULUM THE NATIVE LANGUAGE OF THE CHILD. TEN GENERAL OBJECTIVES OF THE PROGRAM ARE LISTED, IN WHICH THE OVERALL OBJECTIVE IS INTRODUCING OR CLARIFYING CONCEPTS IN A CHILD'S SPANISH OR INDIAN DIALECT AND THEN GIVING EMPHASIS TO THE CHILD'S CULTURE AND NATIVE LANGUAGE AS A MEANS TO REINFORCE A POSITIVE ATTITUDE TOWARD HIMSELF AND HIS CULTURAL HERITAGE. SECTIONS ARE DEVOTED TO (1) DESCRIPTION OF PROGRAM, (2) EVALUATION DESIGN, AND (3) STATISTICAL ANALYSES AND FINDINGS. BASED ON THE FINDINGS, THE AUTHOR RECOMMENDS CONTINUATION OF THE DISTRICT'S ENGLISH LANGUAGE PROGRAM DUE TO ITS OVERALL EFFECTIVENESS; CONTINUATION OF THE BILINGUAL EDUCATION APPROACHES THAT INCLUDE ELEMENTARY GRADES SPANISH LANGUAGE INSTRUCTION, USE OF SPANISH OR TRIBAL DIALECT FOR NON-ENGLISH-SPEAKING FIRST GRADES, AND ENGLISH-AS-A-SECOND-LANGUAGE EMPHASIS FOR CHILDREN WITH LITTLE OR NO KNOWLEDGE OF ENGLISH; TESTING WITH A LARGER SAMPLE TO ESTABLISH CONCLUSIVE FINDINGS ON THE CULTURAL VARIABLES MEASURED BY THE CULTURAL SENSITIVITY INSTRUMENT; AND PROGRAM CONTINUANCE DUE TO FAVORABLE SUPPORT BY PARENTS. (AN)

ACCESSION NUMBER: ED043419

PUBLICATION DATE: JUN 70

TITLE: MANPOWER SERVICES TO ARIZONA INDIANS. SEVENTEENTH ANNUAL REPORT, 1969.

PERSONAL AUTHOR: HACKETT, MARGIE I., COMP.

DESCRIPTOR: ADULT COUNSELING; AGRICULTURAL LABORERS; *AMERICAN INDIANS; COMMUNITY AGENCIES (PUBLIC); COUNSELING CENTERS; EDUCATION; *EMPLOYMENT; EMPLOYMENT COUNSELORS; FARM OCCUPATIONS; FEDERAL AID; *JOB PLACEMENT; *MANPOWER DEVELOPMENT; OCCUPATIONAL GUIDANCE; STATE AGENCIES; STATE PROGRAMS; UNEMPLOYED; *VOCATIONAL COUNSELING

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 39P.

AFTER A DISCUSSION OF ARIZONA INDIAN RESERVATIONS AND POPULATION, EMPLOYMENT ON RESERVATIONS, ECONOMIC DEVELOPMENTS, AND INDIAN STATUS IN THE JOB MARKET, THE 1969 ANNUAL REPORT OF THE ARIZONA STATE EMPLOYMENT SERVICE (ASES) DESCRIBES THE SERVICES IT HAS PROVIDED FOR ARIZONA INDIANS. ALSO DESCRIBED ARE SERVICES PROVIDED TO THE INDIANS BY AGENCIES OTHER THAN ASES. FINDINGS FROM 3 SURVEYS ON INDIAN MANPOWER ARE INCLUDED. THE APPENDIX PROVIDES SELECTED STATISTICS ON PLACEMENT OF INDIANS BY LOCAL OFFICE AND OCCUPATIONAL GROUP. DATA ON PLACEMENT, BY MONTH, IN INDUSTRY AND AGRICULTURE ARE ALSO GIVEN, ALONG WITH SELECTED STATISTICS ON SERVICES PROVIDED TO ARIZONA INDIANS BY ASES FROM 1960 THROUGH 1969. (EL)

ACCESSION NUMBER: ED043422

PUBLICATION DATE: 69

TITLE: ANNUAL REPORT OF THE UNITED SCHOLARSHIP SERVICE, INC., 1969.

DESCRIPTOR: *AMERICAN INDIANS; BIAS; *COLLEGE STUDENTS; CULTURALLY DISADVANTAGED; FEDERAL AID; HIGHER EDUCATION; INTERNSHIP PROGRAMS; *MEXICAN AMERICANS; *SCHOLARSHIPS; *SECONDARY SCHOOL STUDENTS; TALENTED STUDENTS; TRIBES

DESCRIPTIVE NOTE: 41P.

THE UNITED SCHOLARSHIP SERVICE, INC., A PRIVATE NON-PROFIT ORGANIZATION, PROVIDES FUNDS AND PROGRAMS FOR AMERICAN INDIANS AND MEXICAN AMERICAN YOUTH AT THE SECONDARY AND COLLEGE LEVEL. THIS ANNUAL REPORT INCLUDES A BRIEF HISTORY OF THE ORGANIZATION, FOLLOWED BY A DESCRIPTION OF ACTIVITIES WHICH THE ORGANIZATION ENGAGED IN DURING 1969: (1) THE TALENT SEARCH PROGRAM, FUNDED BY THE U.S. OFFICE OF EDUCATION; (2) SCHOLARSHIP PROGRAMS, INCLUDING THE ORGANIZATION OF NATIVE AMERICAN STUDENTS, FUNDED BY PRIVATE AND FEDERAL SOURCES; AND (3) THE SUMMER STUDENT PROJECT, FUNDED BY PRIVATE AND FEDERAL SOURCES. A ROSTER OF STUDENTS RECEIVING FINANCIAL AID AND AN INCOME STATEMENT FOR 1969 ARE INCLUDED. (LS)

ACCESSION NUMBER: ED043424

PUBLICATION DATE: 70

TITLE: COMMUNITY BACKGROUND REPORTS: THE FORMAL EDUCATION OF MENOMINEE INDIAN CHILDREN; SOCIOCULTURAL AND SOCIOECONOMIC BACKGROUND FACTORS. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 23.

DESCRIPTOR: ACTION PROGRAMS (COMMUNITY); *AMERICAN INDIANS; CENSUS FIGURES; *COMMUNITY CHARACTERISTICS; COUNTY OFFICIALS; *EDUCATIONAL BACKGROUND; EMPLOYMENT STATISTICS; GOVERNMENT ROLE; HEALTH SERVICES; HOUSING; INDUSTRIALIZATION; NATIONAL SURVEYS; POPULATION DISTRIBUTION; RECREATIONAL FACILITIES; *SOCIOCULTURAL PATTERNS; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: MENOMINEE INDIANS; *WISCONSIN

DESCRIPTIVE NOTE: 62P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT CONTAINS FINDINGS OF THE FIRST BACKGROUND STUDY ON THE MENOMINEE INDIANS OF WISCONSIN. THIS DOCUMENT REVIEWS IMPORTANT SOCIOCULTURAL AND HISTORICAL FACTORS ASSOCIATED WITH THE MENOMINEE. SOCIOECONOMIC CONDITIONS ARE ALSO DISCUSSED, ESPECIALLY IN LIGHT OF PROBLEMS ASSOCIATED WITH TERMINATION OF THE RESERVATION. THE HISTORY AND CURRENT CONDITIONS OF MENOMINEE ENTERPRISES, INC., ARE PRESENTED. IN ADDITION, FINDINGS OF THE RESEARCH PROJECT CONDUCTED BY THE MENOMINEE COMMUNITY ACTION PROGRAM TRAINING CENTER FOR COMMUNITY PROGRAMS ARE SUMMARIZED; THIS PROJECT SOUGHT TO ISOLATE IMPORTANT EDUCATION-RELATED VARIABLES IN THE ADULT MENOMINEE COMMUNITY. ALTHOUGH THE EDUCATIONAL BACKGROUND OF THE COUNTY IS PRESENTED IN A FORTHCOMING PAPER, EDUCATIONAL CHARACTERISTICS AND DATA ARE GIVEN. DATA INDICATE A HIGH CORRELATION BETWEEN SOCIOECONOMIC STATUS AND LEVEL OF FORMAL EDUCATION OR TRAINING EXPERIENCE. IT IS CONCLUDED THAT, WITH INCREASED EDUCATIONAL ATTAINMENT, NEEDED CHANGES WILL DEVELOP IN THE SOCIOECONOMIC CONDITIONS OF THE MENOMINEES; HOWEVER, THE QUALITY OF FORMAL EDUCATION IS AT LEAST AS IMPORTANT AS AMOUNT OF FORMAL EDUCATION. (AN)

ACCESSION NUMBER: ED043425

PUBLICATION DATE: JUN 70

TITLE: EDUCATION OF AMERICAN INDIANS: BOARDING SCHOOLS FOR AMERICAN INDIAN YOUTH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 2, FINAL REPORT.

PERSONAL AUTHOR: BIRCHARD, BRUCE A.

DESCRIPTOR: ACHIEVEMENT; *ADMINISTRATION; *AMERICAN INDIANS; *BOARDING SCHOOLS; BOARDS OF EDUCATION; COMMUNITY ROLE; DORMITORIES; *EDUCATION; EQUAL EDUCATION; FEDERAL GOVERNMENT; IMPROVEMENT; PROGRAMS; *SCHOOL DISTRICT AUTONOMY; TEACHER ATTITUDES; TEACHER RECRUITMENT

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 49P.

THIS DOCUMENT, A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, EXAMINES BUREAU OF INDIAN AFFAIRS (BIA) BOARDING SCHOOLS, OF WHICH THERE ARE 77 AMONG THE 226 BIA SCHOOLS IN 17 STATES. THE DOCUMENT CONCERNS ITSELF WITH THE HISTORY, VALUE OF, AND NECESSITY FOR BOARDING SCHOOLS IN GENERAL. IT IS POINTED OUT THAT, IN 1969, THERE WERE 34,600 INDIAN CHILDREN ENROLLED IN BIA BOARDING SCHOOLS; 15,450 MORE IN BIA DAY SCHOOLS; AND 3,850 HOUSED IN PERIPHERAL DORMITORIES WHILE ATTENDING PUBLIC SCHOOLS. IT IS ALSO NOTED THAT ENROLLMENT IN BIA BOARDING HIGH SCHOOLS DOUBLED DURING THE PERIOD BETWEEN 1959 AND 1967. THE DOCUMENT REVIEWS BRIEFLY THE HISTORY OF INDIAN EDUCATION, WITH PARTICULAR EMPHASIS ON THE BOARDING SCHOOL SINCE ITS BEGINNING AT CARLISLE INDIAN SCHOOL IN 1878. EDUCATIONAL PROGRAMS ADMINISTERED TO THE INDIANS BY THE U.S. GOVERNMENT DATING BACK TO 1776 ARE DISCUSSED. RECOMMENDATIONS FOR THE ADMINISTRATION OF INDIAN EDUCATION, ALONG WITH THE INDIAN POINT OF VIEW REGARDING BOARDING SCHOOLS AND EDUCATION IN GENERAL, ARE INCLUDED. THE BIBLIOGRAPHY LISTS 63 REFERENCES. (EL)

ACCESSION NUMBER: ED043426

PUBLICATION DATE: 67

TITLE: INDIANS OF QUEBEC AND THE MARITIME PROVINCES (AN HISTORICAL REVIEW).

DESCRIPTOR: *AMERICAN INDIANS; *AREA STUDIES; CHURCH WORKERS; *EDUCATION; GOVERNMENT ROLE; *HISTORY; LIVING STANDARDS; *NATURAL RESOURCES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 36P.

GIVING THE HISTORY OF THE INDIANS OF QUEBEC AND THE MARITIME PROVINCES (NOVA SCOTIA, NEW BRUNSWICK, THE PRINCE EDWARD ISLAND), THIS DOCUMENT COVERS THE PERIOD FROM THE ARRIVAL OF EUROPEAN EXPLORERS IN THE NEW WORLD TO 1967. REVIEWING THE HISTORY OF THESE INDIANS, SECTIONS ARE DEVOTED TO (1) COLONIZATION OF ACADIA, (2) COLONIZATION OF QUEBEC, (3) BRITISH ADMINISTRATION AS RELATED TO THE MARITIME PROVINCES AND QUEBEC, (4) EARLY ROMAN CATHOLIC AND PROTESTANT MISSIONARIES, (5) THE PERIOD FROM THE CONFEDERATION TO WORLD WAR I, AND (6) THE PERIOD FROM WORLD WAR I TO 1967, IN WHICH CONSERVATION, EDUCATION, AND THE POPULATION ARE DISCUSSED SEPARATELY. THE DOCUMENT CONTAINS 4 PHOTOS AND A BIBLIOGRAPHY. (AN)

AVAILABILITY: QUEEN'S PRINTER, DALY BUILDING, CORNER MACKENZIE AND RIDEAU, OTTAWA, CANADA ($0.35)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043427

PUBLICATION DATE: JAN 66

TITLE: INDIANS OF ONTARIO (AN HISTORICAL REVIEW).

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *AREA STUDIES; CHURCH ROLE; *CROSS CULTURAL STUDIES; CULTURAL FACTORS; EDUCATION; *HISTORY; LAND SETTLEMENT

IDENTIFIER: *CANADA; ONTARIO

DESCRIPTIVE NOTE: 40P.

THE BOOKLET PRESENTS AN HISTORICAL REVIEW AND A DESCRIPTION OF THE 2 CULTURAL GROUPS OF INDIANS--IROQUOIAN AND ALGONKIAN--WHICH INHABITED ONTARIO IN PRE-EUROPEAN TIMES. ACCORDING TO THE DOCUMENT, THE IROQUOIAN CULTURE EVOLVED OVER A PERIOD OF AT LEAST 2000 YEARS IN THE FERTILE LAND OF THE EASTERN GREAT LAKES REGION; THE ALGONKIANS INHABITED THE RUGGED UPLANDS OF EASTERN CANADA, AN AREA ILL-ADAPTED TO AGRICULTURE BUT TEEMING WITH GAME. A DISCUSSION IS PRESENTED ON THE ARRIVAL OF THE FRENCH AND BRITISH EXPLORERS AS WELL AS ROMAN CATHOLIC, ANGLICAN, METHODIST, AND MORAVIAN MISSIONARIES AND THE RESULTING CHANGES BROUGHT ABOUT IN THE INDIAN CULTURES. THE DOCUMENT ALSO INCLUDES A HISTORY OF TREATIES AND ALLIANCES DURING EUROPEAN COLONIZATION OF CANADA AND THE NORTHERN PART OF THE AMERICAN COLONIES. IT IS NOTED THAT, IN MORE MODERN TIMES, THE INDIANS OF ONTARIO SHOWED THEIR TRADITIONAL SPIRIT OF LOYALTY BY ENLISTING IN THE CANADIAN ARMED FORCES DURING WORLD WAR I AND WORLD WAR II. ALSO INCLUDED IS A DESCRIPTION OF EARLY EFFORTS TO EDUCATE THE INDIANS. (EJ)

AVAILABILITY: QUEEN'S PRINTER, DALY BUILDING, CORNER MACKENZIE AND RIDEAU, OTTAWA, CANADA ($0.35)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043428

PUBLICATION DATE: MAR 67

TITLE: INDIANS OF THE PRAIRIE PROVINCES (AN HISTORICAL REVIEW).

DESCRIPTOR: *AMERICAN INDIANS; CULTURE; *DEMOGRAPHY; *ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; *HISTORY; TRIBES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 25P.

THE DOCUMENT PRESENTS AN HISTORICAL REVIEW AND A DESCRIPTION OF THE 5 TRIBES--BLACKFOOT, ASSINIBOINE, SARCEE, GROS VENTRE, KOOTENAY--WHICH INHABITED WHAT NOW COMPRISES THE PRAIRIE PROVINCES OF CANADA. THE ARRIVAL OF THE EUROPEANS, TRADERS AND EXPLORERS, MISSIONARIES, AND OTHER SETTLERS BROUGHT ABOUT MANY CHANGES IN THE INDIAN CULTURE, AND THESE CULTURAL CHANGES ARE DESCRIBED. THE TREATIES, THE TREATY TERMS, AND THEIR IMPACTS ON THE INDIAN CULTURE ARE DISCUSSED, AS IS THE PERIOD OF PROGRESS FROM 1885 TO 1900. REVIEWS OF EDUCATION, ECONOMIC DEVELOPMENT, AND POPULATION CONCLUDE THIS DOCUMENT. (LS)

AVAILABILITY: QUEEN'S PRINTER, DALY BUILDING, CORNER MACKENZIE AND RIDEAU, OTTAWA, CANADA ($0.35)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043429

PUBLICATION DATE: 69

TITLE: INDIANS OF BRITISH COLUMBIA (AN HISTORICAL REVIEW).

DESCRIPTOR: *AMERICAN INDIANS; *AREA STUDIES; ART EXPRESSION; CHURCH ROLE; CULTURAL BACKGROUND; *ECONOMIC DEVELOPMENT; EDUCATION; HEALTH SERVICES; *HISTORY; HOUSING; LUMBER INDUSTRY; MEAT PACKING INDUSTRY; OCCUPATIONAL CHOICE; POPULATION DISTRIBUTION; RURAL AREAS; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: *BRITISH COLUMBIA

DESCRIPTIVE NOTE: 16P.

AN HISTORICAL REVIEW IS PRESENTED OF THE 6 MAJOR GROUPS OF INDIANS OF THE COASTAL REGION OF BRITISH COLUMBIA: THE COAST SALISH, NOOTKA, KWAKIUTL, BELLA COOLA, TSIMSHIAN, AND HAIDA. CHARACTERISTICS OF EACH TRIBE ARE CONTRASTED IN THE FOLLOWING 7 SECTIONS OF THE REVIEW: (1) INTRODUCTION--THE LIFE STYLE, SOCIOCULTURAL FACTORS, AND UNIQUE CHARACTERISTICS; (2) EXPLORERS AND TRADERS (1774-1849)--THE INFLUENCE OF THE NUMEROUS EXPEDITIONS OF NOTED EXPLORERS AND TRADERS FROM SPAIN, ENGLAND, RUSSIA, AND THE UNITED STATES; (3) THE COLONIAL PERIOD--COLONIZATION OF THE AREA DUE TO FUR TRAPPING AND GOLD MINING; (4) THE MISSIONARIES--THE CHRISTIANIZATION AND EDUCATION OF THE NATIVES OF BRITISH COLUMBIA; (5) THE POST-CONFEDERATION PERIOD--INDIAN LANDS COME UNDER CONTROL OF BRITISH COLUMBIA'S GOVERNMENT; (6) EDUCATION--TRANSFER OF RESPONSIBILITY FOR INDIAN EDUCATION FROM THE MISSIONARIES TO THE GOVERNMENT; AND (7) ECONOMIC DEVELOPMENT--USE BY INDIANS OF THEIR NATURE SKILLS AND RESOURCES TO SUSTAIN A LIVELIHOOD. A BRIEF BIBLIOGRAPHY AND A SHORT DESCRIPTION OF THE INDIAN POPULATION ARE INCLUDED. (AL)

AVAILABILITY: QUEEN'S PRINTER, DALY BUILDING, CORNER MACKENZIE AND RIDEAU, OTTAWA, CANADA ($0.35)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043430

PUBLICATION DATE: 70

TITLE: LINGUISTIC AND CULTURAL AFFILIATIONS OF CANADIAN INDIAN BANDS.

PERSONAL AUTHOR: NEVILLE, G. W., COMP.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *CULTURAL BACKGROUND; CULTURAL TRAITS; *DEMOGRAPHY; LANGUAGE DEVELOPMENT; *LINGUISTIC PATTERNS; RURAL AREAS; *TABLES (DATA)

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 42P.

TEN LINGUISTIC GROUPS OF CANADIAN INDIANS COMPOSED OF A NUMBER OF SUBGROUPS SPEAKING RELATED LANGUAGES OR DIALECTS HAVE BEEN DETERMINED. SIX MAJOR CULTURAL AREAS (GEOGRAPHIC) HAVE BEEN IDENTIFIED BY CULTURAL CHARACTERISTICS AND LINGUISTIC AFFILIATION OF THEIR INHABITANTS. TABLES FOR EACH CANADIAN PROVINCE IDENTIFY CANADIAN INDIANS BY BAND OR COMMUNITY AND INDICATE POPULATION FIGURES AS OF JANUARY 1, 1970. THE TABLES ALSO IDENTIFY THE LINGUISTIC GROUPS TO WHICH EACH BAND BELONGS AND THE NATIVE LANGUAGES OR DIALECTS AND CULTURAL AREAS WITH WHICH EACH BAND IS HISTORICALLY ASSOCIATED. POPULATION DISTRIBUTION AND CORRESPONDING LINGUISTIC IDENTIFICATION ARE SHOWN ON MAPS OF EACH PROVINCE. (JH)

AVAILABILITY: QUEEN'S PRINTER, DALY BUILDING, CORNER MACKENZIE AND RIDEAU, OTTAWA, ONTARIO ($0.50; CAT. NO. R32-1470)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043431

PUBLICATION DATE: 69

TITLE: STATEMENT OF THE GOVERNMENT OF CANADA ON INDIAN POLICY, 1969.

PERSONAL AUTHOR: CHRETIEN, JEAN

DESCRIPTOR: *ADMINISTRATION; *AMERICAN INDIANS; COMMUNITY ROLE; CULTURE; DEMOGRAPHY; *ECONOMICALLY DISADVANTAGED; EDUCATION; EMPLOYMENT; GOVERNMENT ROLE; LIVING STANDARDS; *POLICY; PROGRAMS; *RACIAL DISCRIMINATION; RESOURCES; SERVICES; SOCIAL CLASS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 12P.

THE STATEMENT PRESENTED BY JEAN CHRETIEN, MINISTER OF INDIAN AFFAIRS OF CANADA, TO THE TWENTY-EIGHTH PARLIAMENT DECLARES THAT GOVERNMENT POLICIES MUST LEAD TO FULL, FREE, AND NONDISCRIMINATORY PARTICIPATION OF THE INDIANS IN CANADIAN SOCIETY. IT IS NOTED THAT, IN THE PAST, INDIANS IN ISOLATED COMMUNITIES AND IN THE CITIES HAVE SUFFERED FROM POVERTY. AS REPORTED, THE DISCRIMINATION WHICH AFFECTS THE INDIANS IS COMPOUNDED WITH A LEGAL STATUS WHICH SETS THEM APART FROM THE MAIN SOCIETY; THEREFORE, THE GOVERNMENT OF CANADA IS SEEKING A PARTNERSHIP AMONG THE INDIANS, THE GOVERNMENTS OF PROVINCES, THE COMMUNITIES, AND THE CANADIAN GOVERNMENT TO ACHIEVE EQUALITY FOR THE INDIANS THROUGH COOPERATION. THE HISTORICAL BACKGROUND OF THE INDIAN PROBLEM, WHICH IS SAID TO PRESS HEAVILY ON THE INDIAN PEOPLE, IS DISCUSSED AS WELL AS THE RECOMMENDATION FOR A NEW POLICY TOWARD THE INDIANS. THE NEW POLICY IS DIRECTED AT SUCH TASKS AS REMOVING LEGISLATIVE AND CONSTITUTIONAL BASES OF DISCRIMINATION, PROMOTING RECOGNITION OF THE UNIQUE CONTRIBUTION OF INDIAN CULTURE TO CANADIAN SOCIETY, AND TRANSFERRING CONTROL OF INDIAN LANDS TO INDIAN PEOPLE. (EL)

ACCESSION NUMBER: ED043433

PUBLICATION DATE: JUN 70

TITLE: EDUCATIONAL AND RELATED CHARACTERISTICS OF URBAN INDIANS IN THE UNITED STATES: A SELECTIVE SUMMARY OF 1960 CENSUS DATA.

PERSONAL AUTHOR: ZEMYAN, MARY L.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CENSUS FIGURES; *ECONOMIC STATUS; *EDUCATIONAL BACKGROUND; MOBILITY; POPULATION DISTRIBUTION; TABLES (DATA); *URBAN POPULATION

DESCRIPTIVE NOTE: 70P.

UNITED STATES CENSUS DATA (1960) ON URBAN AMERICAN INDIANS HAVE BEEN PREPARED TO ASSIST THOSE STUDYING URBAN INDIANS IN OBTAINING POPULATION FIGURES AND BACKGROUND INFORMATION FOR RESEARCH PROJECTS AND REPORTS. TABLES ARE PRESENTED SHOWING POPULATION TOTALS FROM 1890 THROUGH 1960; DISTRIBUTION OF INDIANS IN CITIES OF 10,000 OR MORE; MEDIAN AGE BY SEX; MOBILITY FROM 1955 TO 1960; NUMBER OF SCHOOL YEARS COMPLETED; AND MEDIAN INCOME IN 1959. DATA SOURCES AND A PUBLICATIONS LIST OF THE CENTER FOR URBAN AND REGIONAL AFFAIRS AT THE UNIVERSITY OF MINNESOTA ARE APPENDED. (JH)

AVAILABILITY: CENTER FOR URBAN AND REGIONAL AFFAIRS, 231 CLAY SCHOOL, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA 55455 ($1.50)

ACCESSION NUMBER: ED043434

PUBLICATION DATE: AUG 70

TITLE: PROBLEMS WITH ALCOHOL AMONG URBAN INDIANS IN MINNEAPOLIS.

PERSONAL AUTHOR: DRILLING, VERN

DESCRIPTOR: *ALCOHOLISM; *AMERICAN INDIANS; *ANGLO AMERICANS; *CROSS CULTURAL STUDIES; *NEGROES; RACIAL CHARACTERISTICS; URBAN POPULATION

IDENTIFIER: *MINNEAPOLIS

DESCRIPTIVE NOTE: 50P.

HISTORICALLY, IT IS BELIEVED THAT THE AMERICAN INDIANS HAVE PROBLEMS WITH ALCOHOL WHICH ARE DISPROPORTIONATE WHEN COMPARED WITH PERSONS FROM OTHER CULTURES. ONE OF THE PURPOSES OF THIS STUDY WAS TO ATTEMPT TO IDENTIFY INDIVIDUAL AND CULTURAL DIFFERENCES IN THE USE OF ALCOHOL WHICH MIGHT EXIST BETWEEN URBAN INDIAN, WHITE, AND NEGRO SUBCULTURES IN MINNEAPOLIS. THE DATA GATHERED FROM MUNICIPAL COURT, THE MINNEAPOLIS DEPARTMENT OF PUBLIC RELIEF, PIONEER HOUSE EVALUATION CENTER, AND THE MINNEAPOLIS WORK HOUSE INDICATE THAT AT LEAST THE ASPECT OF DRINKING WHICH COMES TO PUBLIC ATTENTION EXISTS DISPROPORTIONATELY IN THE MINNEAPOLIS INDIAN POPULATION. APPROXIMATELY 2% OF THE CITY'S POPULATION IS INDIAN, BUT OF THE AVERAGE 156 DRUNK ARRESTS PER WEEK IN 1969, ONE-THIRD WERE MADE ON INDIANS. THE DOCUMENT LISTS THE CROSS-CULTURAL COMPARISONS IN TABULAR FORM AS WELL AS RECOMMENDATIONS TO HELP SOLVE THE PROBLEM. (EJ)

AVAILABILITY: CENTER FOR URBAN AND REGIONAL AFFAIRS, 231 CLAY SCHOOL, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA 55455 ($1.50)

ACCESSION NUMBER: ED043435

PUBLICATION DATE: MAY 70

TITLE: MINNESOTA INDIAN RESOURCES DIRECTORY.

PERSONAL AUTHOR: MAYER, CATHERINE M., COMP.; AND OTHERS

DESCRIPTOR: *AGENCIES; *AMERICAN INDIANS; COMMUNITY SERVICES; *DIRECTORIES; *ORGANIZATIONS (GROUPS); PROGRAMS; RESOURCES; *URBAN AREAS

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 173P.; SECOND EDITION

THE SECOND EDITION OF THE DIRECTORY OF ORGANIZATIONS OPERATING IN THE INDIAN COMMUNITIES THROUGHOUT THE STATE OF MINNESOTA IS AN ATTEMPT TO COMPILE ALL CURRENT INFORMATION ON RESOURCES AVAILABLE TO THE MINNESOTA INDIAN. THE INTRODUCTORY SECTION DISCUSSES THE PROBLEMS FACED BY THE INDIAN AMERICAN IN URBAN SECTORS WITH REFERENCE TO THEIR LIFE STYLES AND THEIR INTERACTION WITH THE NON-INDIAN POPULATION. INFORMATION IN THE MAIN PART OF THE DIRECTORY INCLUDES NAMES OF EACH ORGANIZATION, NATURE, PURPOSE AND OBJECTIVES, ELIGIBILITY, MEMBERSHIP, FEES, SUPPORT OR SOURCE, AND WHETHER PRINTED INFORMATION IS AVAILABLE FROM SAID ORGANIZATION. A BIBLIOGRAPHY CONTAINING 26 CITATIONS ON INDIAN AMERICANS IS APPENDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (EL)

AVAILABILITY: CENTER FOR URBAN AND REGIONAL AFFAIRS, 231 CLAY SCHOOL, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA 55455 ($1.50)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043442

PUBLICATION DATE: 31 JUL 70

TITLE: RESOURCES AND PROCEDURES FOR IMPROVING THE INDIAN AMERICAN USE OF LIBRARIES.

PERSONAL AUTHOR: SMITH, LOTSEE PATTERSON, ED.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL AWARENESS; *CULTURAL ENRICHMENT; CURRICULUM; HUMAN RELATIONS; *INSTITUTES (TRAINING PROGRAMS); INSTITUTION LIBRARIES; LIBRARY MATERIAL SELECTION; *LIBRARY SERVICES; MOTIVATION; PROGRAM IMPROVEMENT; PUBLIC LIBRARIES; *RESOURCE MATERIALS

DESCRIPTIVE NOTE: 52P.

THIS RESOURCES BOOKLET REPRESENTS THE CONTRIBUTION OF 28 PARTICIPANTS INVOLVED IN A LIBRARY INSTITUTE HELD AT THE UNIVERSITY OF OKLAHOMA IN JULY OF 1970. A SPECIAL EFFORT WAS MADE TO MAKE THE BOOKLET PRACTICAL FOR THE LIBRARIAN SERVING THE INDIAN AMERICAN. IT IS NOTED THAT CURRICULUM IN THE SCHOOLS IS A TOTAL ENVIRONMENT INVOLVING A RELATIONSHIP BETWEEN THE TEACHER, THE LEARNER, THE MATERIALS, AND THE LIBRARIAN. THE GROUP FELT IT WAS THEIR CONCERN THAT THIS RELATIONSHIP ADEQUATELY MEET ITS RESPONSIBILITY TO THE INDIAN STUDENT. THIS BOOKLET IS OFFERED TO HELP THE LIBRARIAN MEET THIS CHALLENGE BY BECOMING AWARE OF SPECIAL NEEDS AND BY OFFERING CULTURALLY RELEVANT MATERIALS AND EXTENDED SERVICES. THE BOOKLET ALSO INCLUDES SUGGESTIONS AND RECOMMENDATIONS IN OTHER RELATED AREAS FOR THE PURPOSE OF IMPROVING HUMAN RELATIONS. (EJ)

ACCESSION NUMBER: ED043444

PUBLICATION DATE: 69

TITLE: FORT APACHE RESERVATION MANPOWER RESOURCES; INDIAN MANPOWER RESOURCES IN THE SOUTHWEST. A PILOT STUDY.

PERSONAL AUTHOR: TAYLOR, BENJAMIN J.; O'CONNOR, DENNIS J.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL ISOLATION; *ECONOMIC CLIMATE; EDUCATIONAL BACKGROUND; *EMPLOYMENT EXPERIENCE; *FAMILY CHARACTERISTICS; LABOR FORCE; *MANPOWER UTILIZATION; RURAL POPULATION

IDENTIFIER: *APACHES; ARIZONA

DESCRIPTIVE NOTE: 43P.

FORT APACHE INDIANS LIVE IN RELATIVE GEOGRAPHIC AND CULTURAL ISOLATION. THE APACHES ARE YOUNGER THAN THE GENERAL POPULATION, HAVE A LOWER RATE OF OVERALL LABOR-FORCE PARTICIPATION, AND TYPICALLY WORK FOR THE FEDERAL GOVERNMENT OR IN TRBAL ENTERPRISES. A MEDIAN FAMILY WITH 5 CHILDREN SUBSISTS ON A MEDIAN ANNUAL FAMILY INCOME OF LESS THAN $1,000. NEARLY 60% OF WORKING-AGE APACHES RECEIVE ASSISTANCE PAYMENTS FROM VARIOUS PUBLIC AND PRIVATE AGENCIES. A LACK OF TRANSPORTATION PLUS THE RELATIVELY LOW MEDIAN EDUCATIONAL ATTAINMENT SEEMS TO INDICATE THAT FORT APACHES WILL NOT BE ABLE TO COMPETE EQUALLY IN AN UNCOVERED LABOR MARKET FOR SOME YEARS. A COORDINATED EFFORT TO PROVIDE QUALITY EDUCATION, INCLUDING SKILLS TRAINING, IS NECESSARY TO BRING ABOUT INCREASED LABOR-FORCE PARTICIPATION. (JH)

ACCESSION NUMBER: ED043445

PUBLICATION DATE: 69

TITLE: PAPAGO RESERVATION MANPOWER RESOURCES; INDIAN MANPOWER RESOURCES IN THE SOUTHWEST. A PILOT STUDY.

PERSONAL AUTHOR: TAYLOR, BENJAMIN J.; O'CONNOR, DENNIS J.

DESCRIPTOR: AGE DIFFERENCES; *AMERICAN INDIANS; CULTURAL DIFFERENCES; *ECONOMIC CLIMATE; EDUCATIONAL BACKGROUND; *EMPLOYMENT EXPERIENCE; *FAMILY CHARACTERISTICS; LABOR SUPPLY; LANGUAGE HANDICAPS; *MANPOWER UTILIZATION; RURAL AREAS; SEX DIFFERENCES; UNEMPLOYMENT

IDENTIFIER: ARIZONA; *PAPAGOS

DESCRIPTIVE NOTE: 42P.

EMPLOYMENT OTHER THAN FARMING OR RANCHING IS VERY LIMITED ON THE PAPAGO RESERVATION, AND MOST PAPAGOS DO NOT POSSESS THE SKILLS NEEDED FOR OFF-RESERVATION EMPLOYMENT. IN A SURVEY OF 382 PAPAGOS (FEMALES AND MALES), ONLY 27% OF THE INDIANS AGED 16 AND OVER CONSIDERED WORK A MAJOR ACTIVITY IN 1967-68. IT IS NOTED THAT 73% OF THE INDIANS SPOKE PAPAGO IN THE HOME AND THAT THE AVERAGE OF 8 YEARS OF FORMAL EDUCATION ALSO LIMITED ENGLISH-SPEAKING ABILITY. LOW EDUCATIONAL ATTAINMENT AND LACK OF ENGLISH LANGUAGE SKILLS MADE IT DIFFICULT FOR THE PAPAGO TO COMPETE FOR THE JOBS EXISTING IN THE AREA. THE MALE LABOR FORCE REACHED A PEAK IN THE 30-39 AGE GROUP, WITH A DECLINE STARTING AFTER AGE 40. WITHDRAWAL FROM THE LABOR FORCE AMONG WOMEN WAS GREATEST IN THE 30-39 AGE GROUP. SOME 38% OF THE PAPAGOS OF WORKING AGE LISTED FAMILY RESPONSIBILITIES AS THEIR REASON FOR NOT SEEKING OFF-RESERVATION EMPLOYMENT, WHILE THE RESERVATION HAD AN UNEMPLOYMENT RATE 3 TIMES GREATER THAN THE REST OF ARIZONA'S UNEMPLOYMENT RATE. INCOME WAS LOW, WITH 92% OF THE INDIVIDUALS RECEIVING LESS THAN $3000 PER YEAR. SOME 85% OF THE FAMILIES, WHICH AVERAGED 6 MEMBERS, RECEIVED UNDER $5000 ANNUALLY. SINCE 64% OF THE FAMILIES DID NOT OWN CARS, TRANSPORTATION PRESENTED ANOTHER PROBLEM FOR THE UNEMPLOYED SEEKING EMPLOYMENT OFF THE RESERVATION. (LS)

ACCESSION NUMBER: ED043545

PUBLICATION DATE: 70

TITLE: GENERAL HISTORICAL SURVEY OF FEDERAL INDIAN POLICIES. CHAPTER II.

PERSONAL AUTHOR: STOCKMAN, W. H.

DESCRIPTOR: ACCULTURATION; AGRICULTURAL EDUCATION; AMERICAN HISTORY; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COLONIAL HISTORY (UNITED STATES); *COLONIALISM; CULTURE CONFLICT; *EDUCATIONAL HISTORY; *GOVERNMENT ROLE; RACIAL ATTITUDES; RACIAL SEGREGATION; RELIGIOUS EDUCATION; SOCIALIZATION; TRADE AND INDUSTRIAL EDUCATION; TRIBES; *UNITED STATES HISTORY

IDENTIFIER: INDIAN TREATIES

DESCRIPTIVE NOTE: 54P.; CHAPTER II OF A DOCTORAL THESIS IN PROGRESS, COLORADO UNIVERSITY, BOULDER

THIS PAPER SUMMARIZES THE HISTORY OF NORTH AMERICA, ESPECIALLY OF THE UNITED STATES, FROM THE EARLIEST EXPLORATIONS AND SETTLEMENTS THROUGH THE PRESENT. EMPHASIS IS PLACED ON THE EUROPEANS' EFFECT ON AMERICAN INDIAN LIFE AND THE INADEQUATE DEVELOPMENT OF INDIAN EDUCATION. COMPARISONS ARE MADE BETWEEN THE VARIOUS COLONIZERS' INDIAN POLICIES BEFORE THE REVOLUTION, SUCH AS: 1) INTRODUCTION OF THE TREATY SYSTEM BY THE SPANISH; 2) EMPHASIS ON FUR TRADE AND CONVERSION TO CHRISTIANITY BY THE FRENCH; AND, 3) RACIAL SEGREGATION BY THE ENGLISH. FINALLY, UNITED STATES POLICIES, AS WELL AS UNOFFICIAL PRACTICES, ARE SURVEYED SINCE THE TIME OF THE CONTINENTAL CONGRESS. VARIOUS LEGISLATION AND COMMISSION REPORTS ARE CITED AND DISCUSSED, CULMINATED BY A DISCUSSION OF THE 1969 REPORT OF SEN. RALPH YARBOROUGH'S COMMITTEE ON LABOR AND PUBLIC WELFARE. RECOMMENDING 60 CHANGES IN INDIAN POLICIES AND PROCEDURES, THE COMMITTEE LAYS THE BLAME FOR THE INDIAN'S LIFE OF POVERTY AND DESPAIR ON AMERICA'S CONSISTENT FAILURE TO PROVIDE HIM WITH AN EFFECTIVE EDUCATION. (DJB)

ACCESSION NUMBER: ED043556

PUBLICATION DATE: AUG 70

TITLE: THE EFFECT OF A SERIES OF SPECIAL LESSONS ON INDIAN HISTORY AND CULTURE UPON THE ATTITUDES OF INDIAN AND NON-INDIAN STUDENTS. FINAL REPORT.

PERSONAL AUTHOR: PECORARO, JOSEPH

DESCRIPTOR: AMERICAN HISTORY; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CHANGING ATTITUDES; *CURRICULUM RESEARCH; *ELEMENTARY SCHOOL STUDENTS; *RACIAL ATTITUDES; SELF CONCEPT; *SOCIAL STUDIES

DESCRIPTIVE NOTE: 170P.

IT WAS FOUND THAT INDIAN AND NON-INDIAN CHILDREN IN BOTH OFF-RESERVATION AND ON-RESERVATION SCHOOLS OF MAINE HAD LITTLE CONCEPT OF THE MAJOR ROLE THE INDIAN PLAYED IN OUR HISTORY, AND OF HIS POTENTIAL IN TODAY'S SOCIETY. THE TRADITIONAL ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAM HAS GIVEN LITTLE RECOGNITION TO THE AMERICAN INDIAN. IN AN EFFORT TO CHANGE THE ATTITUDES TOWARD THE INDIAN OF INDIAN AND NON-INDIAN CHILDREN, A SERIES OF SPECIAL LESSONS WERE PREPARED BY THIS PROJECT. THESE LESSONS EMPHASIZED THE POSITIVE ASPECTS OF THE INDIAN, AND BROUGHT OUT LITTLE KNOWN ASPECTS OF THE CONTRIBUTIONS OF INDIANS TO OUR ART, CULTURAL HERITAGE, AND CONTEMPORARY SOCIETY. THEY MADE USE OF SEVERAL MEDIA --8MM COLOR AND SOUND FILM, SLIDE-TAPE PRESENTATIONS, AND SOME COMMERCIAL MATERIAL, AND STRESS INVOLVEMENT ON THE PART OF THE STUDENTS. IN ORDER TO MEASURE THE EFFECTIVENESS OF THE SPECIAL LESSONS, AN EXPERIMENT WITH A CONTROL GROUP AND AN EXPERIMENTAL GROUP WAS CONDUCTED. PRE- AND POST-TESTING CONSISTED OF A SEMANTIC DIFFERENTIAL, AN ATTITUDE SCALE, AND A SERIES OF OPEN SENTENCE STEMS. IT WAS FOUND THAT THE LESSONS DID HAVE A POSITIVE EFFECT ON THE ATTITUDES OF BOTH INDIAN AND NON-INDIAN CHILDREN, AND THAT THE ATTITUDES OF INDIAN CHILDREN WERE MOST IMPROVED INDICATING IMPROVEMENT IN SELF-CONCEPT. (SBE)

ACCESSION NUMBER: ED043858

PUBLICATION DATE: MAY 67

TITLE: BOLIVIAN INDIAN GRAMMARS: I AND II. SUMMER INSTITUTE OF LINGUISTICS PUBLICATIONS IN LINGUISTICS AND RELATED FIELDS.

PERSONAL AUTHOR: MATTESON, ESTHER, ED.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; BIBLIOGRAPHIES; *GRAMMAR; NOMINALS; PHONEMIC ALPHABETS; QUECHUA; SENTENCES; *TAGMEMIC ANALYSIS; VERBS

IDENTIFIER: BAURE; *BOLIVIA; CHACOBO; ESEEJJA; GUARANI; IGNACIANO; ITONAMA; MOVIMA; SIRIONO; TACANA

DESCRIPTIVE NOTE: 767P.; 2VOLS

TEN GRAMMARS OF INDIGENOUS BOLIVIAN LANGUAGES ARE PRESENTED IN THESE TWO VOLUMES OF BOLIVIAN INDIAN GRAMMARS. THE DATA WERE GATHERED AND ANALYZED BY MEMBERS OF THE BOLIVIAN BRANCH OF THE SUMMER INSTITUTE OF LINGUISTICS, WHICH HAS CARRIED ON LINGUISTIC INVESTIGATIONS IN BOLIVIA SINCE 1955. THE GRAMMARS ARE PRESENTED IN THE TAGMEMIC MODEL OF PIKE WITH ADAPTATION OF THE MATRICES AND SYNTAX PARADIGMS DEVELOPED BY HIM, AS WELL AS THE BASIC CONCEPTS WHICH CHARACTERIZE THE TAGMEMIC MODEL (DESCRIBED IN THE INTRODUCTION). VOLUME ONE CONTAINS THE GRAMMARS OF BAURE, IGNACIANO, TACANA, ESEEJJA, AND CHACOBO; VOLUME TWO CONTAINS THE GRAMMARS OF QUECHUA, GUARANI, SIRIONO, OTONAMA, AND MOVIMA. SHORT BIBLIOGRAPHIES FOLLOW EACH LANGUAGE SECTION. (AMM)

AVAILABILITY: UNIVERSITY BOOK EXCHANGE, UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA 73069

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043860

PUBLICATION DATE: MAY 67

TITLE: PHONEMIC SYSTEMS OF COLOMBIAN LANGUAGES. SUMMER INSTITUTE OF LINGUISTICS PUBLICATIONS IN LINGUISTICS AND RELATED FIELDS.

PERSONAL AUTHOR: WATERHOUSE, VIOLA G., ED.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; CONSONANTS; MORPHOPHONEMICS; MULTILINGUALISM; *PHONEMICS; SUPRASEGMENTALS; VOWELS

IDENTIFIER: CAMSA; *COLOMBIAN LANGUAGES; GUAHIBO; GUAJIRO; GUANANO; MUINANE; TUCANO; YUCUNA

DESCRIPTIVE NOTE: 98P.

THIS VOLUME IS COMPOSED OF PRELIMINARY PHONOLOGICAL STATEMENTS OF SEVEN INDIGENOUS LANGUAGES OF COLOMBIA, SOUTH AMERICA. THE STUDIES, PREPARED IN A 1965 FIELD SEMINAR IN LOMALINDA, COLOMBIA, ARE DATA ORIENTED AND FOLLOW A COMMON FORMAT FOR EASY COMPARISON. TITLES AND AUTHORS ARE: (1) "PHONEMIC SYSTEM OF TUCANO," BY BIRDIE WEST AND BETTY WELCH; (2) "GUANANO PHONEMICS," BY NATHAN AND CAROLYN WALTZ; (3) "PHONEMES OF MUINANE," BY JAMES AND JANICE WALTON; (4) "GUAJIRO PHONEMES," BY RICHARD MANSEN; (5) "YUCUNA PHONEMICS," BY STANLEY AND JUNIA SCHAUER; (6) "CAMSA PHONOLOGY," BY LINDA HOWARD; AND (7) "GUAHIBO PHONEMES," BY VICTOR AND RIENA KONDO. THE SPECIFIC CHARACTERISTICS OF EACH LANGUAGE ARE PRESENTED IN A BRIEF NOTE BEFORE EACH PAPER. (AMM)

AVAILABILITY: UNIVERSITY BOOK EXCHANGE, UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA 73079($1.50)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043861

PUBLICATION DATE: OCT 68

TITLE: TOTONAC: FROM CLAUSE TO DISCOURSE. SUMMER INSTITUTE OF LINGUISTICS PUBLICATIONS IN LINGUISTICS AND RELATED FIELDS.

PERSONAL AUTHOR: REID, AILEEN A.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *DISCOURSE ANALYSIS; *GRAMMAR; PARAGRAPHS; SENTENCES; *TAGMEMIC ANALYSIS; VERBS

IDENTIFIER: *TOTONAC

DESCRIPTIVE NOTE: 185P.

INTENDED TO CONTRIBUTE TOWARD THE UNDERSTANDING OF PARAGRAPH AND DISCOURSE STRUCTURE, THIS STUDY IS BASED ON THE TOTONAC LANGUAGE AS IT COMPRISES THE "MOST EXTENSIVE AND INVOLVED SYSTEM OF CLAUSES" SEEN BY THE AUTHORS AND BECAUSE THE GENERATION OF THE 396 VERBAL TYPES OF THIS SYSTEM FROM A KERNEL OF 11 TYPES IS "VERY SYMMETRIC AND REGULAR." THE FOLLOWING FEATURES ARE NOTED: (1) CONTRASTING TYPES OF PARAGRAPH AND DISCOURSE STRUCTURE ARE PRESENTED ON BOTH LEVELS; (2) EACH TYPE IS REPRESENTED IN A FORMULA; (3) TYPES ARE SHOWN TO COMPRISE SYSTEMS; (4) TREE STRUCTURES ARE GIVEN FOR INDIVIDUAL EXAMPLES OF THE VARIOUS TYPES; AND (5) IN ALL THESE RESPECTS, PARAGRAPH AND DISCOURSE ARE SHOWN TO BE FUNDAMENTALLY NO DIFFERENT FROM SENTENCE, CLAUSE, PHRASE, OR EVEN WORD LEVELS. A RATIONALE OF THE PRESENT DESCRIPTION IS GIVEN IN THE INTRODUCTION. SECTIONS DEAL WITH CLAUSE, SENTENCE, PARAGRAPH, AND DISCOURSE STRUCTURE. APPENDED ARE A PRONOMINAL-TENSE SYSTEM OF THE TOTONAC VERB, AND LISTS OF ABBREVIATIONS AND CLAUSE TYPES. CHARTS AND TREE DIAGRAMS ARE INCLUDED. (AMM)

AVAILABILITY: UNIVERSITY BOOK EXCHANGE, UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA 73069

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED043862

PUBLICATION DATE: AUG 69

TITLE: THE PHONOLOGY OF CAPANAHUA AND ITS GRAMMATICAL BASIS. SUMMER INSTITUTE OF LINGUISTICS PUBLICATIONS IN LINGUISTICS AND RELATED FIELDS.

PERSONAL AUTHOR: LOOS, EUGENE EMIL

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; DISTINCTIVE FEATURES; *LANGUAGE UNIVERSALS; MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; *PHONOLOGY; PHRASE STRUCTURE; SUPRASEGMENTALS; *TRANSFORMATION GENERATIVE GRAMMAR

IDENTIFIER: *CAPANAHUA

DESCRIPTIVE NOTE: 233P.; PH. D. DISSERTATION, UNIVERSITY OF TEXAS, AUSTIN, AUGUST, 1967

THIS GENERATIVE-TRANSFORMATIONAL MODEL OF CAPANAHUA PHONOLOGY AIMS (1) TO MAKE AVAILABLE TO LINGUISTIC SCIENCE DATA ANALYZED FROM THE POINT OF VIEW OF AN EXPLANATORY, UNIFIED THEORY OF LANGUAGE; AND (2) TO TEST SOME CONCLUSIONS SUGGESTED BY THOSE DATA, WITH RESPECT TO LANGUAGE UNIVERSALS. CHAPTERS TREAT PHRASE STRUCTURE RULES, TRANSFORMATIONAL RULES, THE PHONOLOGICAL FEATURES, MORPHEME STRUCTURE RULES, MORPHOPHONEMIC RULES, AND STRESS AND PITCH RULES. A SUMMARY, SAMPLE LEXICON, AND BIBLIOGRAPHY CONCLUDE THIS WORK. (AMM)

AVAILABILITY: UNIVERSITY BOOK EXCHANGE, UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA 73069

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED044191

PUBLICATION DATE: APR 69

TITLE: THE ROLE OF NORTHERN CANADIAN INDIAN WOMEN IN SOCIAL CHANGE.

PERSONAL AUTHOR: CRUIKSHANK, JULIA M.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; ATTITUDES; CHILD CARE; EMPLOYMENT OPPORTUNITIES; FAMILY ROLE; FEMINISM; GOVERNMENT ROLE; HOUSING; *INDUSTRIALIZATION; *MOTHERS; OBJECTIVES; PARENT ROLE; *ROLE CONFLICT; SEX DIFFERENCES; *SOCIAL CHANGE; VALUES; WOMENS EDUCATION

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 158P.; MASTER'S THESIS SUBMITTED TO THE UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER

THIS 1969 THESIS EXAMINES THE CHANGING ROLE OF THE CANADIAN INDIAN WOMAN LIVING IN NORTHERN COMMUNITIES WHERE THE PACE OF SOCIAL CHANGE IS UNDERGOING ACCELERATION. IT IS SUGGESTED THAT THE WOMAN'S ROLE IS POTENTIALLY VERY IMPORTANT IN DETERMINING THE DIRECTION OF CHANGE WITHIN INDIAN COMMUNITIES. DISCONTINUITY IS LESS ABRUPT FOR THE WOMAN DUE TO HER ROLE AS MOTHER. THIS ROLE IS A LINK TO BOTH PAST AND FUTURE AND IS ESSENTIAL IF CULTURAL IDENTITY IS TO BE MAINTAINED. INDUSTRIALIZATION HAS DISPLACED THE FORMER HUNTING AND TRAPPING ECONOMY IN THE YUKON; THUS, MANY MEN ARE FORCED TO COMPETE IN ACTIVITIES FOR WHICH THEY ARE NOT TECHNICALLY OR PSYCHOLOGICALLY PREPARED. WOMEN NOW HAVE OPPORTUNITIES FOR INDEPENDENT ACTIVITIES WHICH ARE TRADITIONALLY NOT AVAILABLE TO THEM, AND WITH THESE OPPORTUNITIES COME NEW AND CONFLICTING EXPECTATIONS ABOUT THE WAYS INDIAN WOMEN SHOULD BEHAVE. GOVERNMENT AGENCIES WHICH CLAIM A VESTED INTEREST IN, AND A RESPONSIBILITY FOR, THE INDIAN FAMILY PLACE DEMANDS ON THE MOTHER WITH LITTLE COMPREHENSION OF HER AIMS, GOALS, AND VALUES. A ROLE OF GREATER INVOLVEMENT OF WOMEN IN CHANGE MUST OCCUR ON THE WOMEN'S OWN TERMS RATHER THAN ON TERMS OF PERSONS IN AN ADMINISTRATIVE CAPACITY. (AUTHOR/AN)

AVAILABILITY: INTER-LIBRARY LOAN FROM THE LIBRARY AT THE UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED044192

PUBLICATION DATE: SEP 70

TITLE: HOUSE BILL NO. 1 SPECIAL ENGLISH CLASSES: EVALUATION.

PERSONAL AUTHOR: MAYNES, J. O. "ROCKY", JR.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; COMPREHENSION DEVELOPMENT; *ENGLISH (SECOND LANGUAGE); EVALUATION METHODS; LANGUAGE SKILLS; *READING PROGRAMS; *SPANISH SPEAKING; *TESTING PROGRAMS; TEST RESULTS; TEST VALIDITY; VOCABULARY

IDENTIFIER: ARIZONA

DESCRIPTIVE NOTE: 44P.

AS AN EVALUATION REPORT, THIS 1970 DOCUMENT SUMMARIZES INFORMATION FROM 13 ARIZONA SCHOOL DISTRICTS INVOLVED IN SPECIAL ENGLISH CLASSES UNDER HOUSE BILL NO. 1. PROGRAM EMPHASIS WAS ON ORAL LANGUAGE DEVELOPMENT, VOCABULARY, AND COMPREHENSION. EACH DISTRICT USED ITS OWN METHOD OF EVALUATING PROGRESS; THEREFORE, IN SYNTHESIZING THE INFORMATION, EACH DISTRICT IS LISTED WITH A DESCRIPTION OF THE EVALUATION INSTRUMENT AND THE RESULTS OF THE PRE- AND POST-TESTS. TOTAL RESULTS FROM EACH DISTRICT'S EVALUATION SHOWED PROGRESS IN ORAL LANGUAGE DEVELOPMENT DURING THE INTERIM BETWEEN PRE- AND POST-TESTS. IT IS NOTED THAT, ALTHOUGH PROGRESS WAS MADE IN EACH PROGRAM, MANY STUDENTS FELL BELOW A LEVEL OF LANGUAGE PROFICIENCY WHICH WOULD ALLOW THEM SUCCESS IN A BEGINNING READING INSTRUCTION PROGRAM. TABLES OF STATE AND SCHOOL DISTRICT CONTRIBUTIONS AND EXPENDITURES ARE INCLUDED, AS WELL AS 5 RECOMMENDATIONS. IT IS CONCLUDED THAT A SIGNIFICANT CONTRIBUTION WAS MADE IN ORAL ENGLISH DEVELOPMENT FOR THE SPANISH AND INDIAN CHILDREN. THE DOCUMENT IS APPENDED WITH PERTINENT INFORMATION. (AN)

ACCESSION NUMBER: ED044194

PUBLICATION DATE: JUL 70

TITLE: INDIAN AMERICANS AT MILLE LACS.

PERSONAL AUTHOR: HOLBERT, VICTORIA L.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AGE DIFFERENCES; *AMERICAN INDIANS; *ATTITUDES; *COMMUNITY SURVEYS; CULTURAL DISADVANTAGEMENT; DROPOUTS; EDUCATIONAL DISADVANTAGEMENT; *FEDERAL PROGRAMS; RESEARCH; SEX DIFFERENCES; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: CHIPPEWAS; *MINNESOTA

DESCRIPTIVE NOTE: 44P.

THE TRAINING CENTER FOR COMMUNITY PROGRAMS PREPARED A REPORT ON THE MILLE LACS (CHIPPEWA) RESERVATION IN MINNESOTA. DATA FOR THE REPORT WERE FROM 2 SEPARATE SOURCES: A SURVEY CONDUCTED BY THE TRAINING CENTER WITH THE ASSISTANCE OF THE MILLE LACS COMMUNITY ACTION PROGRAM (1967) AND AN ATTITUDINAL SURVEY CONDUCTED BY VICTORIA HOLBERT DURING 1969. THE 1967 SURVEY INCLUDED 68 ADULT INDIANS IN THE SAMPLE, WHILE THE 1969 SURVEY INCLUDED 26. THE SOCIOECONOMIC AND ATTITUDINAL DATA REVIEWED IN THE 2 SURVEYS POINT TO A "TYPICAL RESERVATION OF BACKWARDNESS AND MAINSTREAM ISOLATION." THE SURVEYS REVEAL THAT INDIANS STAND NO CHANCE OF INDIVIDUAL OR GROUP DEVELOPMENT UNLESS THE INEQUITIES OF EDUCATION, OCCUPATION, INCOME, AND RELATED VARIABLES ARE ERASED. (LS)

AVAILABILITY: TRAINING CENTER FOR COMMUNITY PROGRAMS, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA ($1.50)

ACCESSION NUMBER: ED044195

PUBLICATION DATE: MAY 70

TITLE: INDIAN AMERICANS IN DULUTH. A SUMMARY AND ANALYSIS OF RECENT RESEARCH.

PERSONAL AUTHOR: HARKINS, ARTHUR M., COMP.; WOODS, RICHARD G., COMP.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; COMMUNITY ORGANIZATIONS; COMMUNITY PROBLEMS; CULTURAL ACTIVITIES; DROPOUTS; *EDUCATION; EMPLOYMENT; FAMILY CHARACTERISTICS; MIGRANTS; POPULATION TRENDS; *RESEARCH REVIEWS (PUBLICATIONS); SEX DIFFERENCES; *SOCIOECONOMIC BACKGROUND; TABLES (DATA); TRIBES; URBAN ENVIRONMENT

IDENTIFIER: DULUTH; *MINNESOTA

DESCRIPTIVE NOTE: 63P.

A SUMMARY OF RESEARCH RELATING TO THE DULUTH, MINNESOTA, INDIANS IS PRESENTED UTILIZING 12 MAJOR SECTIONS: AN INTRODUCTION; PROFILES OF THE "TYPICAL" DULUTH (1) INDIAN RESIDENT, (2) MALE INDIAN RESIDENT, (3) FEMALE INDIAN RESIDENT, (4) INDIAN HIGH SCHOOL GRADUATE, AND (5) INDIAN HIGH SCHOOL NONGRADUATE; THE IMPORTANCE OF EDUCATION; SIGNIFICANT FINDINGS OF THE DULUTH MODEL CITY INDIAN SURVEY OF 1968; THE 1968 "MERIAM REPORT"; CONCLUSIONS OF THE MODEL CITY SURVEY; RECOMMENDATIONS OF THE 1966 PEACOCK REPORT; AND A VIEW OF DULUTH INDIANS IN PERSPECTIVE. THE DOCUMENT CONTAINS 27 TABLES AND 2 APPENDICES. (AL)

AVAILABILITY: TRAINING CENTER FOR COMMUNITY PROGRAMS, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA ($1.50)

ACCESSION NUMBER: ED044198

PUBLICATION DATE: 69

TITLE: SAN CARLOS RESERVATION MANPOWER RESOURCES. INDIAN MANPOWER RESOURCES IN THE SOUTHWEST. A PILOT STUDY.

PERSONAL AUTHOR: TAYLOR, BENJAMIN J.; O'CONNOR, DENNIS J.

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; DEVELOPMENT; ECONOMICALLY DISADVANTAGED; EDUCATION; EMPLOYMENT; *FAMILY CHARACTERISTICS; *HUMAN RESOURCES; INCOME; *MANPOWER UTILIZATION; PROGRAMS; SERVICES; *TRAINING; VOCATIONAL EDUCATION

IDENTIFIER: *SAN CARLOS INDIANS

DESCRIPTIVE NOTE: 77P.

THE STUDY DEALS WITH MANPOWER RESOURCES ON THE SAN CARLOS RESERVATION AND IS A PART OF A LARGER STUDY ENTITLED "MANPOWER RESOURCES IN THE SOUTHWEST: A PILOT STUDY," WHICH DEALS WITH 5 RESERVATIONS IN THE SOUTHWESTERN UNITED STATES. THE PRIMARY PURPOSE OF THIS DOCUMENT, AS NOTED, IS TO PROVIDE BASIC AND NECESSARY MANPOWER INFORMATION ESSENTIAL FOR PLANNING AND DEVELOPING EFFECTIVE PROGRAMS FOR SAN CARLOS INDIANS. IT DEALS WITH ON-RESERVATION EMPLOYMENT SOURCES (NONFARM), CHARACTERISTICS OF THE MANPOWER RESOURCE, EMPLOYMENT AND UNEMPLOYMENT (INCLUDING AGRICULTURE), INDUSTRY AND OCCUPATIONAL CHARACTERISTICS, TRAINING AND EDUCATION, AND INCOME AND EXPENDITURE PATTERNS. THE DOCUMENT ALSO GIVES INSIGHTS INTO THE EXTENT OF MANPOWER UTILIZATION, THE DEGREE OF POVERTY, AND THE POTENTIAL FOR MORE EFFECTIVE USE OF RESERVATION INDIANS. TABLES OF STATISTICS ARE INTERSPERSED THROUGHOUT THE DOCUMENT. RELATED DOCUMENTS ARE RC 004 747 AND RC 004 748. (EL)

ACCESSION NUMBER: ED044201

PUBLICATION DATE: 29 MAY 70

TITLE: EPDA INDIAN TEACHER AIDE INSTITUTE, SEPTEMBER 7, 1969 - MAY 29, 1970.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; *EDUCATION; EXCEPTIONAL CHILDREN; *HANDICAPPED CHILDREN; IMPROVEMENT; INSERVICE EDUCATION; *INSTITUTES (TRAINING PROGRAMS); INSTRUCTIONAL MATERIALS; *TEACHER AIDES; TEACHER EDUCATION

DESCRIPTIVE NOTE: 115P.

THE INSTITUTE WAS DESIGNED TO PREPARE INDIAN PERSONNEL FOR ASSIGNMENTS IN SCHOOLS HAVING LARGE NUMBERS OF INDIAN AND HANDICAPPED CHILDREN. THE FOLLOWING WERE THE SPECIFIC OBJECTIVES: (1) IMPROVEMENT OF, AND CHANGE IN, EDUCATIONAL SETTINGS FOR INDIAN HANDICAPPED CHILDREN IN FEDERAL, STATE, AND PRIVATE SCHOOLS ON RESERVATIONS; (2) PREPARATION OF INDIAN PARAPROFESSIONALS TO ASSIST SPECIAL AND REGULAR CLASSROOM TEACHERS IN RESERVATION SCHOOLS; (3) INCREASING THE PARTICIPANTS' KNOWLEDGE OF EDUCATIONAL NEEDS OF THE HANDICAPPED AND DEVELOPING MORE POSITIVE ATTITUDES TOWARD THE HANDICAPPED; (4) PROVISION OF COURSE WORK IN CHILD GROWTH AND DEVELOPMENT, EXCEPTIONAL CHILDREN, AMERICAN INDIAN HISTORY AND CULTURE, STATE SCHOOL ORGANIZATION AND INDIAN EDUCATION, AND THE PREPARATION AND USE OF INSTRUCTIONAL MATERIALS; AND (5) PROVISION OF SUPERVISED PRACTICUM EXPERIENCES IN REGULAR AND SPECIAL EDUCATION SETTINGS PROVIDING OBSERVATION AND PARTICIPATION WITH CHILDREN HAVING A VARIETY OF HANDICAPPING CONDITIONS. INCLUDED IN THE DOCUMENT IS INFORMATION ON OPERATION OF THE PROGRAM IN TERMS OF PLANNING, PARTICIPANTS, STAFF, ORIENTATION, INSTITUTE COMPONENTS, COOPERATING AGENCIES, AND EVALUATION. THE APPENDICES PROVIDE A LIST OF BOOKS, PAMPHLETS, FILMS, AND COMMUNITY RESOURCES, AS WELL AS EVALUATION INSTRUMENTS, TEACHER-AIDE INSTITUTE DATA, AND VARIOUS BLANK FORMS. (EL)

ACCESSION NUMBER: ED044205

PUBLICATION DATE: MAR 70

TITLE: THE EXTENT OF BILINGUALISM AMONG THE CROW AND THE NORTHERN CHEYENNE INDIAN SCHOOL POPULATIONS, GRADES ONE THROUGH TWELVE. A STUDY.

PERSONAL AUTHOR: DRACON, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUALISM; CULTURAL FACTORS; ELEMENTARY SCHOOL STUDENTS; ENROLLMENT; *LANGUAGE PROFICIENCY; *RESEARCH; SECONDARY SCHOOL STUDENTS; *TABLES (DATA)

IDENTIFIER: *MONTANA

DESCRIPTIVE NOTE: 32P.

THE RESEARCH WAS CONDUCTED IN THE SCHOOLS ON OR NEAR THE CROW AND THE NORTHERN CHEYENNE INDIAN RESERVATIONS IN MONTANA DURING OCTOBER OF 1969. ALL THE STUDENTS, BOTH INDIAN AND WHITE, GRADES 1 THROUGH 12, WERE INVOLVED IN THE STUDY. SOME 2020 INDIAN STUDENTS, OUT OF A COMBINED STUDENT ENROLLMENT OF 3626, WERE ASSESSED AS TO THEIR BILINGUAL CHARACTERISTICS BY INTERPRETERS WHO ASKED GENERAL QUESTIONS OF THE INDIAN STUDENTS IN THE INDIAN LANGUAGES. RESPONSES WERE LISTENED TO, AND RECOMMENDATIONS WERE MADE TO THE ASSESSORS. IT WAS DETERMINED OF THE 1102 CROW STUDENTS EXAMINED, 82% SPOKE CROW AS A PRIMARY LANGUAGE, 8% SPOKE CROW AS SECONDARY LANGUAGE, AND 10% SPOKE ONLY ENGLISH. OF THE 730 CHEYENNE STUDENTS EXAMINED, 55% SPOKE CHEYENNE AS A PRIMARY LANGUAGE, 18% SPOKE CHEYENNE AS A SECONDARY LANGUAGE, AND 27% SPOKE ONLY ENGLISH. THE APPENDIX CONTAINS ENROLLMENT FIGURES AND LANGUAGE CHARACTERISTICS BY INDIVIDUAL SCHOOL AND RESERVATION. (LS)

ACCESSION NUMBER: ED044206

PUBLICATION DATE: 19 MAY 69

TITLE: INDIO AND HISPANO CHILD: IMPROVING HIS SELF IMAGE.

PERSONAL AUTHOR: GALLEGOS, KATHERINE POWERS, ED.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; ART EXPRESSION; *CROSS CULTURAL STUDIES; CULTURAL PLURALISM; FAMILY LIFE; GRADE 1; GRADE 4; *MEXICAN AMERICANS; *SELF CONCEPT; SOCIAL STRUCTURE; *SOCIAL STUDIES UNITS

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 87P.

PREPARED UNDER A TITLE IV CIVIL RIGHTS PROGRAM GRANT, THIS DOCUMENT CONSISTS OF SOCIAL STUDIES UNITS FOR GRADES 1 AND 4, SUGGESTIONS FOR A CULTURALLY ORIENTED ARTS PROGRAM, BIOGRAPHICAL SKETCHES OF CULTURAL MODELS, AND BRIEF HISTORICAL SKETCHES OF COMMUNITIES IN THE AREA OF LOS LUNAS, NEW MEXICO. THE PURPOSE OF THE UNITS OF INSTRUCTION AND RELATED MATERIALS IS TO BUILD A BETTER SELF-IMAGE ON THE PART OF PUPILS BELONGING TO MINORITY GROUPS. THE SOCIAL STUDIES UNIT FOR GRADE 1 IS A COMPARATIVE STUDY OF FAMILY LIFE IN 3 CULTURES: INDIAN, MEXICAN OR SPANISH, AND ANGLO. THE UNIT STRESSES THAT PEOPLE OF DIFFERENT CULTURES CAN LIVE AND WORK TOGETHER APPRECIATING WHAT EACH HAS CONTRIBUTED FROM ITS HERITAGE. THE SOCIAL STUDIES UNIT FOR GRADE 4 IS A COMPARATIVE STUDY OF THE ROLE THAT THOSE 3 CULTURES HAVE PLAYED IN THE DEVELOPMENT OF NEW MEXICO. THIS UNIT ATTEMPTS TO PROMOTE ATTITUDES, APPRECIATION, AND UNDERSTANDING THAT WILL CONTRIBUTE TO A BLENDING OF THE 3 CULTURES INTO A PLURAL SOUTHWEST CULTURE. (JH)

ACCESSION NUMBER: ED044207

PUBLICATION DATE: 65

TITLE: ANALYSIS OF MALE NAVAHO STUDENTS' PERCEPTION OF OCCUPATIONAL OPPORTUNITIES AND THEIR ATTITUDES TOWARD DEVELOPMENT OF SKILLS AND TRAITS NECESSARY FOR OCCUPATIONAL COMPETENCE.

PERSONAL AUTHOR: DESPAIN, CHARLES WARD, JR.

DESCRIPTOR: *AMERICAN INDIANS; *ASPIRATION; *ATTITUDES; BEHAVIOR; DEVELOPMENT; *DOCTORAL THESES; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT POTENTIAL; MALES; *OCCUPATIONAL INFORMATION; PERCEPTION; STUDENT OPINION

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 113P.; DOCTOR'S DISSERTATION SUBMITTED TO WASHINGTON STATE UNIVERSITY, PULLMAN

THE PURPOSE OF THIS STUDY WAS TO ANALYZE MALE NAVAJO STUDENTS' PERCEPTION OF OCCUPATIONAL OPPORTUNITIES AND THEIR ATTITUDES TOWARD DEVELOPMENT OF SKILLS AND TRAITS NECESSARY FOR SUCCESSFUL EMPLOYMENT IN OFF-RESERVATION OCCUPATIONS. THREE INSTRUMENTS WERE ADMINISTERED TO THE 79 NAVAJO STUDENTS OF THE INTERMOUNTAIN SCHOOL AT BRIGHAM CITY, UTAH. A SCALE WAS USED TO MEASURE THE STUDENTS' GENERAL LEVELS OF OCCUPATIONAL ASPIRATIONS IN TERMS OF 4 POSSIBLE COMBINATIONS OF REALISTIC AND IDEALISTIC EXPRESSION LEVELS AND SHORT- AND LONG-RANGE GOAL PERIODS. A BEHAVIOR PREFERENCE SCALE WAS USED TO DETERMINE THE STUDENTS' ATTITUDES TOWARD DEVELOPMENT OF 6 PERSONAL TRAITS WHICH ARE BELIEVED TO BE RELATED TO SUCCESSFUL WORK IN MODERN OFF-RESERVATION OCCUPATIONS: COOPERATION, FRIENDLINESS, INTEGRITY, LEADERSHIP, RESPONSIBILITY, AND RATIONAL THINKING. A THIRD SCALE WAS USED TO MEASURE STUDENTS' ATTITUDES TOWARD 4 BASIC SCHOOL SUBJECTS: ENGLISH, READING, WRITING, AND ARITHMETIC. TEN CONCLUSIONS WERE REACHED IN THE STUDY. (EL)

AVAILABILITY: UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 66-774, MICROFILM $3.00, XEROGRAPHY $5.60)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED044210

PUBLICATION DATE: 70

TITLE: DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT: ANNUAL REPORT, FISCAL YEAR 1968-1969.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; *ECONOMIC DEVELOPMENT; *EDUCATIONAL PROGRAMS; GOVERNMENT ROLE; HUMAN RESOURCES; NATURAL RESOURCES; *RURAL DEVELOPMENT; SOCIAL SERVICES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 159P.

OPERATIONS AND ACTIVITIES OF THE NATIONAL AND HISTORIC PARKS BRANCH, THE CANADIAN WILDLIFE SERVICE, AND 3 DEVELOPMENT BRANCHES OF THE CANADIAN GOVERNMENT ARE DISCUSSED. FUNCTIONS OF THE INDIAN-ESKIMO DEVELOPMENT BRANCH INCLUDE THE ADMINISTRATION OF STATUTORY RESPONSIBILITIES CONCERNING RESERVE AND SURRENDERED LANDS, OPERATION OF RESOURCE AND INDUSTRIAL DEVELOPMENT PROGRAMS, AND ASSISTANCE TO NATIVE PEOPLE IN ESTABLISHMENT OF SMALL BUSINESSES. THE NORTHERN ECONOMIC DEVELOPMENT BRANCH IS RESPONSIBLE FOR EFFECTIVE MANAGEMENT OF MINERAL AND LAND RESOURCES AND FOR DEVELOPING THE ECONOMY OF THE YUKON TERRITORY AND NORTHWEST TERRITORIES, STRESSING EXTENSIVE PARTICIPATION OF NATIVE INDIANS. PROGRAM DEVELOPMENT IN NORTHERN EDUCATION, WELFARE, AND ENGINEERING HAS BEEN A MAJOR THRUST OF THE NORTHERN ADMINISTRATION BRANCH. EDUCATIONAL STATISTICS ARE PRESENTED SHOWING ENROLLMENT AND CLASSIFICATION OF PUPILS BY DISTRICT AND BY PUPIL RESIDENCE FACILITY, GROWTH IN ELEMENTARY AND SECONDARY ENROLLMENT, AND GROWTH IN VOCATIONAL EDUCATION OFFERINGS. A SECTION ON ADMINISTRATIVE ORGANIZATION AND OPERATIONS OF THE DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT CONCLUDES THE REPORT. (JH)

ACCESSION NUMBER: ED044211

PUBLICATION DATE: JUN 70

TITLE: PIMA CENTRAL SCHOOL AND BLACKWATER SCHOOL, SACATON, ARIZONA. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 22. FINAL REPORT.

PERSONAL AUTHOR: BROWN, CHRISTINE; HAVIGHURST, ROBERT J.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; *EDUCATION; ENROLLMENT; *NATIONAL SURVEYS; SCHOOL BUILDINGS; *SOCIOECONOMIC BACKGROUND; STUDENT TRANSPORTATION

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 6P.

AS PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS BACKGROUND STUDY PROVIDES INFORMATION ON THE PIMA CENTRAL AND BLACKWATER SCHOOLS ON THE GILA RIVER RESERVATION SOUTH OF PHOENIX, ARIZONA. SOCIOECONOMIC AND COMMUNITY BACKGROUND DATA ARE GIVEN ON LOCATION AND CLIMATE, TRANSPORTATION, GOVERNMENT, HOUSING, AND ECONOMY. A DESCRIPTION OF THE PIMA CENTRAL SCHOOL, OPERATED BY THE BUREAU OF INDIAN AFFAIRS (BIA), DISCUSSES STUDENT TRANSPORTATION, ENROLLMENT, STAFF SIZE, PHYSICAL STRUCTURE, ADMINISTRATION, CURRICULUM, AND EXTRACURRICULAR ACTIVITIES. THE PIMA CENTRAL SCHOOL, IT IS PREDICTED, WILL BECOME A LOCAL PUBLIC SCHOOL AND NO LONGER WILL BE OPERATED BY THE BIA. THE SECOND SCHOOL REPORTED UPON, THE BIA-OPERATED BLACKWATER SCHOOL LOCATED 5 MILES EAST OF SACATON, ARIZONA, HAS ONLY A KINDERGARTEN AND FIRST GRADE. THE DOCUMENT CONTAINS 1 MAP. (AL)

ACCESSION NUMBER: ED044212

PUBLICATION DATE: AUG 70

TITLE: THE MEANING AND VALIDITY OF THE "PHENOMENAL SELF" FOR AMERICAN INDIAN STUDENTS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 7. FINAL REPORT.

PERSONAL AUTHOR: DREYER, PHILIP H.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; CROSS CULTURAL STUDIES; CULTURAL FACTORS; *NATIONAL SURVEYS; *PERSONALITY STUDIES; RESEARCH METHODOLOGY; *SELF CONCEPT; *VALUES; YOUTH

DESCRIPTIVE NOTE: 22P.

TWO INSTRUMENTS WERE USED IN THIS STUDY TO MEASURE THE "PHENOMENAL SELF": A SERIES OF 20 STATEMENTS, AFTER WHICH THE SUBJECT CHECKED EITHER "LIKE ME" AND "NOT LIKE ME," AND A SEMANTIC DIFFERENTIAL INVENTORY CONSISTING OF 9 CONCEPTS WHICH WERE RATED USING 7 PAIRS OF ADJECTIVES. THE FINAL SAMPLE OF AMERICAN INDIAN STUDENTS FOR WHOM BOTH INSTRUMENTS WERE SATISFACTORILY COMPLETED CONSISTED OF 2007 YOUTHS (998 MALES, 1009 FEMALES) RANGING IN AGE FROM 8 TO 20 YEARS. IN ADDITION, A NON-INDIAN CONTROL GROUP CONSISTED OF 168 YOUTHS (92 MALES, 76 FEMALES). THE WORKING HYPOTHESIS WAS THAT THE SCORES FOR THE 2 INSTRUMENTS FOR EACH INDIAN STUDENT WOULD CORRELATE HIGHLY. A COEFFICIENT OF RELIABILITY WAS COMPUTED BY THE SPLIT-HALF METHOD FOR EACH INSTRUMENT. FOR THE PURPOSE OF ASSESSING THE VALIDITY OF THE INSTRUMENTS, THE ORIGINAL SPLIT-HALF RELIABILITY ESTIMATES WERE USED. IT APPEARED THAT WHILE THE 2 INSTRUMENTS COULD NOT BE SAID TO HAVE MEASURED EXACTLY THE SAME THEORETICAL CONSTRUCT (I.E., PHENOMENAL SELF), THEY DID APPEAR TO HAVE MEASURED ASPECTS OF THE SAME CONSTRUCTS. THE CONCURRENT VALIDITY CORRELATIONS WERE HIGHEST FOR PLAINS INDIANS, SOUTHWEST INDIANS, NORTHWEST INDIANS AND ESKIMOS, AND NON-INDIAN CONTROLS. THE STUDENT INVENTORY IS APPENDED. (LS)

ACCESSION NUMBER: ED044213

PUBLICATION DATE: OCT 70

TITLE: AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY. SUPPLEMENT NO. 1.

PERSONAL AUTHOR: NAFZIGER, ALYCE J., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; CULTURAL DIFFERENCES; DISADVANTAGED YOUTH; *EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE); ESKIMOS; HISTORY; *RESEARCH REVIEWS (PUBLICATIONS); RESOURCE MATERIALS; *SOCIOECONOMIC INFLUENCES; TEACHING

DESCRIPTIVE NOTE: 132P.

DOCUMENTS ON AMERICAN INDIAN EDUCATION HAVE BEEN COMPILED IN THIS 2-PART BIBLIOGRAPHY, WHICH IS A SUPPLEMENT TO ED 030 780. PART I OF THE SUPPLEMENT CONTAINS ABSTRACTS OF 176 DOCUMENTS CITED IN "RESEARCH IN EDUCATION" FROM SEPTEMBER OF 1969 THROUGH SEPTEMBER OF 1970. PART II CONTAINS 81 CITATIONS (SOME ANNOTATED) WHICH HAVE APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" FROM JANUARY OF 1969 THROUGH JUNE OF 1970. CITATIONS ARE INDEXED BY SUBJECT USING TERMS FROM THE "THESAURUS OF ERIC DESCRIPTORS." THE ENTRIES INCLUDE A WIDE VARIETY OF RESOURCE MATERIALS (RESEARCH AND PROGRAM REPORTS, GUIDES, BOOKS, ARTICLES, ETC.) WHICH EXAMINE THE CULTURAL AND SOCIOECONOMIC PROBLEMS AND EDUCATIONAL DEVELOPMENTS RELATIVE TO AMERICAN INDIANS. PRICE INFORMATION AND AVAILABILITIES ARE PROVIDED FOR DOCUMENTS LISTED IN PART I, AND COMPLETE JOURNAL CITATIONS ARE PROVIDED FOR DOCUMENTS LISTED IN PART II. (AN)

AVAILABILITY: MANAGER, DUPLICATING SERVICE, NEW MEXICO STATE UNIVERSITY, P. O. BOX 3-CB, LAS CRUCES, NEW MEXICO 88001 ($2.00)

ACCESSION NUMBER: ED044217

PUBLICATION DATE: AUG 70

TITLE: THE INDIAN SELF-IMAGE AS EVALUATED WITH THE SEMANTIC DIFFERENTIAL. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 9. FINAL REPORT.

PERSONAL AUTHOR: HAVIGHURST, ROBERT J.

DESCRIPTOR: ACHIEVEMENT; *ADOLESCENTS; AGE DIFFERENCES; *AMERICAN INDIANS; ANGLO AMERICANS; *CROSS CULTURAL STUDIES; DROPOUTS; EDUCATION; ESKIMOS; MALADJUSTMENT; *NATIONAL SURVEYS; *SELF CONCEPT; SELF EVALUATION; SEX DIFFERENCES; SOCIOECONOMIC STATUS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 11P.

AS A PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THE SELF-IMAGE OF THE INDIAN STUDENT WAS EVALUATED WITH THE SEMANTIC DIFFERENTIAL (SD) IN TERMS OF ATTITUDES TOWARD SELF AS WELL AS TOWARD OTHER PERSONS OR INSTITUTIONS. STUDY GROUPS WERE EXPECTED TO DESCRIBE THEMSELVES IN FAVORABLE, NEUTRAL, OR DEROGATORY TERMS. THE SD USED IN THE STUDY WAS PARTIALLY IDENTICAL WITH A FORM USED WITH TEENAGERS IN CHICAGO, BUENOS AIRES, KANSAS CITY, AND PUERTO RICO, THUS ALLOWING FOR COMPARISON OF NON-INDIAN BOYS AND GIRLS OF THE SAME AGES IN CHICAGO AND ELSEWHERE. THE INSTRUMENT, AS NOTED, ASKED FOR A RATING OF SEVERAL CONCEPTS INCLUDING MYSELF, MY FUTURE, TEACHERS, THIS SCHOOL, INDIANS, INDIAN WAY OF LIFE, AND WHITE PEOPLE'S WAY OF LIFE; IT ALSO INCLUDED SEVERAL PAIRS OF ADJECTIVE SCALES WHICH INCLUDED GOOD-BAD, HAPPY-UNHAPPY, STRONG-WEAK, AND ACTIVE-LAZY. IT WAS BELIEVED THAT IF INDIAN YOUTH WERE SEVERELY ALIENATED AND IF THEY WERE ANTAGONISTIC TOWARD TEACHERS AND SCHOOLS, THE SD WOULD REVEAL THESE DIFFERENCES. THE STUDY CONCLUDED THAT, GIVEN A LIKE SOCIOECONOMIC STATUS, INDIANS HAVE ABOUT THE SAME LEVEL OF SELF-EVALUATION AS NON-INDIANS. SOME EVIDENCE INDICATED THAT INDIAN GIRLS ARE SLIGHTLY MORE SELF-CRITICAL THAN INDIAN BOYS. A LIST OF THE VARIOUS TRIBES INCLUDED IN THE STUDY FROM ALASKA TO NORTH CAROLINA IS GIVEN, ALONG WITH THE NUMBER OF PARTICIPANTS AND SCORES DERIVED FROM EACH CORRELATION. TABLES OF STATISTICS ARE APPENDED. (EL)

ACCESSION NUMBER: ED044218

PUBLICATION DATE: OCT 70

TITLE: INDIAN EDUCATION PROGRAM: 1969-1970 ANNUAL REPORT TO UNITED STATES BUREAU OF INDIAN AFFAIRS.

PERSONAL AUTHOR: POEHLMAN, CHARLES H.

DESCRIPTOR: ADULT PROGRAMS; *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY INVOLVEMENT; CULTURAL BACKGROUND; CULTURAL ENRICHMENT; DROPOUTS; *EDUCATION; *EDUCATIONAL FINANCE; EDUCATIONAL TELEVISION; ENRICHMENT ACTIVITIES; ENROLLMENT; EVENING CLASSES; FEDERAL STATE RELATIONSHIP; *PROGRAM DESCRIPTIONS; SCHOOL COMMUNITY RELATIONSHIP; STUDENT NEEDS; TEACHING GUIDES

IDENTIFIER: *NEVADA

DESCRIPTIVE NOTE: 84P.

A BRIEF HISTORY IS GIVEN OF THE JOHNSON-O'MALLEY ACT, WHICH PROVIDES FUNDS FOR INDIAN CHILDREN ATTENDING PUBLIC SCHOOLS, AND NEVADA'S PLAN FOR DISTRIBUTION OF THESE FUNDS IS DISCUSSED. PROCEDURES FOR DETERMINATION OF STATE APPORTIONMENT FOR NEVADA PUBLIC SCHOOLS ARE INCLUDED, AS ARE THE BENEFICIARIES OF THE SPECIAL FUND ALLOCATIONS. BASIC OBJECTIVES FOR EDUCATIONAL PROGRAMS AND THE PROBLEMS ENCOUNTERED IN DEVELOPING THESE PROGRAMS ARE CITED. TWO PROGRAMS FOR INDIAN CHILDREN IN NEVADA ARE DESCRIBED: (1) THE SUMMER EDUCATIONAL PROGRAM FOR SOUTHERN PAIUTE CHILDREN AND (2) THE FIRST ONES, AN EDUCATIONAL TELEVISION SERIES FOR ALL SCHOOL CHILDREN IN NEVADA. (LESSON PLANS AND A TEACHER'S GUIDE FOR THE SERIES ARE INCLUDED IN THE DOCUMENT.) PUBLIC LAW 89-10 TITLE I PROGRAMS SERVING INDIAN CHILDREN IN NEVADA ARE LISTED, AND SCHOOL DISTRICT NEWS, FINANCIAL REPORTS FOR 1969-70, ENROLLMENT DATA, AND RESULTS OF THE 5-YEAR DROPOUT SURVEY CONCLUDE THE REPORT. (LS)

ACCESSION NUMBER: ED044221

PUBLICATION DATE: 70

TITLE: HANDBOOK FOR PIMA AND MARICOPA INDIAN TEACHER AIDES.

PERSONAL AUTHOR: CHILCOTT, JOHN H., COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY; CULTURAL DIFFERENCES; CURRICULUM; DISCIPLINE; *EDUCATION; ELEMENTARY SCHOOLS; ENRICHMENT; GAMES; *GUIDES; HEALTH NEEDS; *INSERVICE EDUCATION; RECREATION; *TEACHER AIDES

IDENTIFIER: ARIZONA

DESCRIPTIVE NOTE: 20P.

THE HANDBOOK IS THE RESULT OF AN INDIAN TEACHER AIDE TRAINING PROGRAM CONDUCTED IN 1970 AT SEVERAL INDIAN SCHOOLS IN ARIZONA. CONTENT OF THE DOCUMENT WAS DERIVED FROM TALKS, DISCUSSIONS, PROJECTS, AND LECTURES INCLUDED IN THE TRAINING PROGRAM. AS NOTED, RATHER THAN USING A UNIVERSITY-PROGRAM-CENTERED APPROACH, A PROBLEM-CENTERED APPROACH WAS USED BY DRAWING FROM WHAT TEACHERS AND INDIAN AIDES FELT WAS IMPORTANT IN THEIR DAY-TO-DAY CLASSROOM OPERATIONS. INFORMATION CONTAINED IN THE DOCUMENT IS SPECIFICALLY DESIGNED FOR USE OF THE PIMA RESERVATION. QUESTIONS ARE POSED AND ANSWERS PROVIDED REGARDING THE ROLE OF THE TEACHER AIDE IN THE CLASSROOM, DUTIES THOUGHT TO BE APPROPRIATE FOR THE AIDE, AND THE ROLE OF THE AIDE AS A SCHOOL AGENT IN THE COMMUNITY. CULTURAL DIFFERENCES WHICH ARE LIKELY TO CREATE LEARNING PROBLEMS ARE DISCUSSED, AND INFORMATION IS PROVIDED ON DISCIPLINE, HEALTH, AND GAMES. (EL)

ACCESSION NUMBER: ED044223

PUBLICATION DATE: DEC 68

TITLE: A BIBLIOGRAPHY OF NORTH AMERICAN INDIAN SPEECH AND SPOKEN LANGUAGE.

PERSONAL AUTHOR: OSBORN, LYNN R.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *BIBLIOGRAPHIES; COMMUNICATION PROBLEMS; *CULTURAL AWARENESS; EDUCATIONAL PROBLEMS; ENGLISH (SECOND LANGUAGE); GRAMMAR; *LANGUAGE CLASSIFICATION; LANGUAGE HANDICAPS; *LANGUAGE RESEARCH; LINGUISTICS

DESCRIPTIVE NOTE: 57P.

THE "WAR ON POVERTY" HAS FOCUSED ON THE ECONOMIC, EDUCATIONAL, AND SOCIAL DISADVANTAGE OF GREAT SEGMENTS OF OUR POPULATION. PROMINENT AMONG THE DISADVANTAGED IS THE NORTH AMERICAN INDIAN, LIVING IN THE MAINSTREAM OF THE DOMINANT CULTURE AND IN THE MORE ISOLATED SETTING OF THE GOVERNMENT RESERVATION. ONE OF THE BASIC DIFFICULTIES FACED IN EFFORTS TO IMPROVE THE LOT OF THE INDIAN IN TODAY'S SOCIETY IS THAT OF COMMUNICATION BETWEEN THE INDIAN AND THE NON-INDIAN. GOVERNMENT AND PRIVATE AGENCIES CONCERNED WITH SUCH MATTERS ARE TURNING TO THE ACADEMIC COMMUNITY IN TERMS OF FUNDED RESEARCH, CURRICULUM DEVELOPMENT, AND TEACHER DEVELOPMENT. TO RESPOND MORE MEANINGFULLY TO THESE REQUESTS, THE SCHOLAR MUST BE AWARE OF THE INVESTIGATIONS OF HIS COLLEAGUES, PAST AND PRESENT. THIS BIBLIOGRAPHY, CONTAINING APPROXIMATELY 600 ITEMS PUBLISHED BETWEEN 1810 AND 1967, IS AN ATTEMPT TO PROVIDE A COMPREHENSIVE LISTING OF RESOURCE MATERIALS FOR THE PEOPLE STUDYING THE SPEECH AND SPOKEN LANGUAGE OF THE NORTH AMERICAN INDIAN. (FJ)

ACCESSION NUMBER: ED044225

PUBLICATION DATE: 14 OCT 70

TITLE: INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT, JOHNSON-O'MALLEY PROGRAM, 1969-70, TWENTY-THIRD ANNUAL REPORT.

PERSONAL AUTHOR: KINGSTON, A. W.; EMBERTSON, E. N.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; *EDUCATIONAL OBJECTIVES; EDUCATIONAL PROBLEMS; *FINANCIAL SUPPORT; INSERVICE EDUCATION; *PROGRAM DESCRIPTIONS; SCHOLARSHIPS; STUDENT ENROLLMENT; TABLES (DATA)

IDENTIFIER: JOHNSON-O'MALLEY; *WISCONSIN

DESCRIPTIVE NOTE: 62P.

JOHNSON-O'MALLEY-FUNDED PROJECTS IN WISCONSIN SCHOOLS ARE DESCRIBED IN THIS 1969-70 ANNUAL REPORT ON INDIAN EDUCATION. OBJECTIVES OF THE JOHNSON-O'MALLEY PROGRAM ARE (1) TO SECURE FOR INDIAN CHILDREN THE EDUCATIONAL OPPORTUNITIES AND LEARNING ENVIRONMENT NECESSARY TO FULFILL THEIR EDUCATIONAL NEEDS; (2) TO PROMOTE UNDERSTANDING AND IMPROVE RELATIONSHIPS BETWEEN THE SCHOOL, HOME, AND COMMUNITY; (3) TO COOPERATE IN DEVELOPING AND SUPPORTING IN-SERVICE TRAINING FOR TEACHERS OF INDIAN CHILDREN; AND (4) TO PROVIDE FINANCIAL ASSISTANCE TO LOCAL SCHOOL DISTRICTS FOR IMPLEMENTATION OF PROGRAMS, SERVICES, AND ACTIVITIES JOINTLY PLANNED AND MUTUALLY APPROVED BY THE SCHOOL AND INDIAN COMMUNITY. CURRENT TRENDS INDICATE AN INCREASED LOCAL AWARENESS OF THE NEED FOR IMPROVED EDUCATIONAL PRACTICES AND PROGRAMS IN INDIAN EDUCATION AND A SIGNIFICANT INCREASE OF DIRECT INVOLVEMENT BY THE INDIAN COMMUNITY IN SCHOOL AFFAIRS. STATISTICS ON FINANCIAL SUPPORT, ENROLLMENT, ATTENDANCE, AND SCHOLARSHIPS FOR INDIAN STUDENTS ARE PRESENTED IN TABULAR FORM. IN-SERVICE TRAINING PROGRAMS HELD DURING THE YEAR ARE DISCUSSED. (JH)

ACCESSION NUMBER: ED044702

PUBLICATION DATE: OCT 70

TITLE: TYPES OF BILINGUALISM AND PERFORMANCE OF NAVAHO CHILDREN IN SCHOOL, PHASE I. FINAL REPORT.

PERSONAL AUTHOR: STAFFORD, KENNETH R.; MILAM, DON

DESCRIPTOR: ACHIEVEMENT TESTS; *AMERICAN INDIANS; BILINGUAL EDUCATION; *BILINGUALISM; BILINGUAL STUDENTS; ENGLISH (SECOND LANGUAGE); *KINDERGARTEN CHILDREN; LANGUAGE INSTRUCTION; *LANGUAGE TESTS; *NAVAHO; STATISTICAL ANALYSIS

DESCRIPTIVE NOTE: 13P.

THE PURPOSES OF THIS FIRST PHASE OF A PROPOSED TWO-PHASE STUDY WERE (1) TO COLLECT NECESSARY BASELINE DATA FOR THE COMPLETION OF THE TOTAL TWO-PART STUDY, AND (2) TO NOTE THE EFFECTS ON SCHOOL ACHIEVEMENT OF ONE YEAR'S INSTRUCTION IN ENGLISH GIVEN TO KINDERGARTEN NAVAHO-SPEAKING MONOLINGUALS. THE FOLLOWING GROUPS FROM THE WINDOW ROCK-FT. DEFIANCE SCHOOLS WERE SELECTED: KINDERGARTEN NAVAHO-SPEAKING MONOLINGUALS, KINDERGARTEN COMPOUND BILINGUALS (NAVAHO-ENGLISH), KINDERGARTEN NAVAHO-SPEAKING MONOLINGUALS WHO RECEIVED ON YEAR'S CONCENTRATED INSTRUCTION IN ENGLISH, FIRST-GRADE NAVAHO-SPEAKING MONOLINGUALS, FIRST-GRADE ENGLISH-SPEAKING MONOLINGUALS, AND FIRST-GRADE COMPOUND BILINGUALS. MEASURES OF INTELLIGENCE AND ACHIEVEMENT WERE OBTAINED. ANALYSIS OF VARIANCE AND SHEFFE'S TECHNIQUE WERE USED TO TEST FOR DIFFERENCES IN ORDER TO MEET THE SECOND OBJECTIVE OF THIS PROJECT. ASIDE FROM GETTING BASELINE DATA AND FINDING EXPECTED DIFFERENCES (E.G., ENGLISH-SPEAKING MONOLINGUALS SCORED HIGHER IN ACHIEVEMENT THAN NAVAHO-SPEAKING MONOLINGUALS), THE MOST PROMISING DISCOVERY WAS THE POSITIVE INFLUENCE OF INSTRUCTION IN ENGLISH ON SCHOOL PERFORMANCE. IN LIGHT OF THIS, IT IS IMPORTANT TO DETERMINE THE LONG-TERM EFFECTS OF EARLY CONCENTRATED ENGLISH INSTRUCTION IN A SCHOOL SETTING. (AUTHOR/AMM)

ACCESSION NUMBER: ED044727

PUBLICATION DATE: SEP 70

TITLE: PROBLEMS OF INDIAN CHILDREN.

PERSONAL AUTHOR: LINTON, MARIGOLD

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CHILDREN; CURRICULUM; CURRICULUM DEVELOPMENT; LEARNING; *LEARNING DISABILITIES; SCHOOL ROLE; SCHOOLS; *TEACHER EDUCATION; *TEACHER RESPONSIBILITY; TEACHER ROLE; TEACHING SKILLS

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION IN MIAMI BEACH, FLORIDA, SEPTEMBER 3-8, 1970

PREVIOUS APPROACHES TO THE LEARNING PROBLEMS OF AMERICAN INDIAN CHILDREN ARE VIEWED AS INADEQUATE. AN ALTERNATIVE IS SUGGESTED WHICH EMPHASIZES THE PROBLEM SOLUTION STRATEGIES WHICH THESE CHILDREN BRING TO THE SCHOOL SITUATION. SOLUTIONS WERE ANALYZED IN TERMS OF: (1) THEIR PROBABILITY; (2) THEIR EFFICIENCY AT PERMITTING A PRESENT PROBLEM TO BE SOLVED; AND (3) THEIR USEFULNESS AS BUILDING BLOCKS FOR FUTURE SOLUTIONS. IT IS SUGGESTED THAT INDIAN CHILDREN, LIKE ALL CHILDREN, HAVE A RANGE OF PROBLEM SOLVING SKILLS, BUT THAT THEY DO NOT MEET THESE THREE CRITERIA FOR THE LEARNING WHICH IS EXPECTED OF THEM WHEN THEY ENTER SCHOOL. WHAT HAPPENS TO THESE CHILDREN, CONFRONTED WITH SUCH A SITUATION, IS DESCRIBED. THE PAPER CONCLUDES THAT TEACHERS OF CHILDREN WHOSE SOLUTION STRATEGIES ARE INADEQUATE FOR LEARNING AS IT IS CURRENTLY STRUCTURED MUST FOCUS MORE ON "HOW" THEY LEARN AND LESS ON "WHAT" THEY LEARN. A BALANCE MUST BE ESTABLISHED BETWEEN CHANGING THEIR SOLUTION STRATEGIES AND CHANGING THE SCHOOLS TO PERMIT SUCCESS FOR CHILDREN WITH CURRENTLY DIVERGENT STRATEGIES. (TL)

ACCESSION NUMBER: ED045225

PUBLICATION DATE: AUG 70

TITLE: ALIENATION AND ACHIEVEMENT AMONG OGLALA SIOUX SECONDARY SCHOOL STUDENTS. FINAL REPORT.

PERSONAL AUTHOR: SPILKA, BERNARD

DESCRIPTOR: *ACHIEVEMENT; *AMERICAN INDIANS; ANGLO AMERICANS; ASPIRATION; ATTITUDES; *CULTURE; CULTURE CONFLICT; CURRICULUM; DROPOUTS; *EDUCATION; INTELLIGENCE; MOTIVATION; PARENTS; PSYCHOLOGICAL PATTERNS; SCHOOLS; *SELF CONCEPT; SOCIAL INFLUENCES; SOCIOECONOMIC STATUS; TEACHER ALIENATION

IDENTIFIER: *SIOUX

DESCRIPTIVE NOTE: 529P.

AS A FINAL REPORT ON ALIENATION AND ACHIEVEMENT AMONG 753 OGLALA SIOUX SECONDARY SCHOOL STUDENTS ON THE PINE RIDGE RESERVATION, THIS DOCUMENT ATTEMPTS TO PORTRAY THE CIRCUMSTANCES AFFECTING THE INDIAN CHILD IN SCHOOL. TO PROVIDE A BASIS FOR COMPARISON, THE SAMPLE ALSO CONTAINED 955 WHITE SECONDARY SCHOOL PUPILS. GENERAL FINDINGS WHICH ARE BELIEVED TO CONTRIBUTE TO THE INDIAN CHILD'S SEVERE CULTURAL DISRUPTION ARE THAT ALIENATION INCREASES AS INTELLIGENCE AND ACHIEVEMENT DECLINE; THAT ALIENATION TENDS TO BE SIGNIFICANTLY GREATER AMONG THOSE WHO DO NOT CONTINUE THEIR EDUCATION THAN AMONG THOSE WHO CONTINUE ATTENDING SCHOOL; THAT AS DEGREE OF INDIAN BLOOD INCREASES, INTELLIGENCE AND ACHIEVEMENT MEASURES DECLINE; AND THAT AS INDIAN CHILDREN PROGRESS THROUGH SCHOOL, ALIENATION SCORES TEND TO BE REDUCED AND IQ INCREASED. IT IS ALSO NOTED THAT TEACHER ROLE IS BELIEVED TO PLAY A SIGNIFICANT PART IN ACADEMIC SUCCESS OF THE INDIAN STUDENT. IT IS CONCLUDED (1) THAT FACTORS OF POLITICAL AND ECONOMIC REALITIES IN WHICH INDIAN STUDENTS EXIST OVERRIDE IMMEDIATE LOCAL INFLUENCES AND (2) THAT ANY THOROUGHGOING PROGRAM MUST DEAL WITH THE FACT THAT POOR PERFORMANCE OR FAILURE TO COMPLETE SCHOOLING IS VERY MUCH A FUNCTION OF ALIENATION ON THE PART OF THE CHILD IN A CONFLICTED COMMUNITY WHERE MIDDLE-CLASS VALUES CLASH WITH RESIDUES OF THE INDIAN CULTURAL HERITAGE. (EL)

ACCESSION NUMBER: ED045226

PUBLICATION DATE: JUL 70

TITLE: LANGUAGE AND RELATED CHARACTERISTICS OF 1968 HASKELL INSTITUTE STUDENTS.

PERSONAL AUTHOR: GOODNER, JAMES; AND OTHERS

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; *ASPIRATION; BOARDING SCHOOLS; CULTURAL BACKGROUND; *LANGUAGE ROLE; PEER GROUPS; *POST SECONDARY EDUCATION; RELIGION; SELF CONCEPT; SELF EVALUATION; STUDENT ATTITUDES; *STUDENT CHARACTERISTICS

DESCRIPTIVE NOTE: 102P.

IT WAS HYPOTHESIZED THAT LEARNING PROBLEMS DIFFER FOR INDIAN STUDENTS COMING FROM HOMES WHERE ONLY AN INDIAN LANGUAGE IS SPOKEN, INDIAN CHILDREN WHOSE FAMILIES SPEAK BOTH AN INDIAN LANGUAGE AND ENGLISH, AND THOSE FROM HOMES WHERE ONLY ENGLISH IS SPOKEN. THE STUDENT POPULATION WAS DIVIDED INTO 3 ROUGHLY EQUIVALENT GROUPS BY LANGUAGE CATEGORY, AND GROUP CHARACTERISTICS WERE EXAMINED. INDIAN STUDENTS NUMBERING 689 RESPONDED TO A SURVEY ELICITING INFORMATION AND ATTITUDES CONCERNING STUDENT CHARACTERISTICS, RELIGIOUS PREFERENCE, FRIENDSHIP PATTERNS, VOCATIONAL PREFERENCES, ATTITUDE TOWARD THE INSTITUTE, AND FUTURE PLANS. INDIAN STUDENTS INCLUDED IN THE STUDY WERE FROM MORE THAN 70 DIFFERENT TRIBES WITH 70% BEING MEMBERS OF 15 PREDOMINANTLY SOUTHWESTERN TRIBES. ALTHOUGH THE 3 GROUPS WERE SIMILAR IN MOST RESPECTS, IT WAS CONCLUDED THAT INDIAN STUDENTS AT HASKELL INSTITUTE WERE A SELECT POPULATION IN THAT THEY ALREADY HAD EXPERIENCED EDUCATIONAL SUCCESS AND WERE SUFFICIENTLY MOTIVATED TO SEEK POST HIGH SCHOOL TRAINING AND EDUCATION. IT WAS FELT THAT THESE FACTORS WERE STRONG ENOUGH TO NEUTRALIZE MANY DIFFERENCES THAT MIGHT BE FOUND BETWEEN INDIAN YOUTH IN GENERAL IN EACH OF THE 3 LANGUAGE CATEGORIES. THE MAJOR PORTION OF THIS DOCUMENT CONSISTS OF SURVEY INSTRUMENTS UTILIZED AND RESULTANT STATISTICAL DATA. (EL)

ACCESSION NUMBER: ED045229

PUBLICATION DATE: SEP 70

TITLE: AN UNBALANCED PERSPECTIVE: TWO MINNESOTA TEXTBOOKS EXAMINED BY AN AMERICAN INDIAN.

PERSONAL AUTHOR: CAVENDER, CHRIS C.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *CULTURE CONFLICT; ETHNIC STEREOTYPES; *RESENTMENT; *TEXTBOOK BIAS; TEXTBOOK EVALUATION

DESCRIPTIVE NOTE: 24P.

THE MAIN PURPOSE OF THIS PAPER WAS TO SHOW WHAT THE AUTHOR, A SIOUX INDIAN, REGARDS AS THE LACK OF A BALANCED PERSPECTIVE IN HISTORY BOOKS DEALING WITH THE AMERICAN INDIAN--IN PARTICULAR THE INDIAN IN MINNESOTA HISTORY. THE PROCEDURE USED EXAMINES SEVERAL TEXTBOOKS WHICH PRESENT A DEROGATORY OR UNFAIR PICTURE OF THE INDIAN. THE PAPER INCLUDES SUGGESTIONS WHICH ARE INTENDED TO ELIMINATE SOME OF THE CULTURAL NARROWMINDEDNESS OF MANY HISTORIANS AND EDUCATORS. THE 2 TEXTBOOKS SINGLED OUT FOR CLOSEST EXAMINATION WERE "MINNESOTA: STAR OF THE NORTH" (1961) BY ANTOINETTE E. FORD AND NEOMA JOHNSON, AND "BUILDING MINNESOTA" (1938) BY THEODORE C. BLEGEN. (LS)

AVAILABILITY: TRAINING CENTER FOR COMMUNITY PROGRAMS, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA ($1.50)

ACCESSION NUMBER: ED045230

PUBLICATION DATE: 69

TITLE: INDIAN EDUCATION. ANNUAL REPORT 1968-1969.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; *COMPENSATORY EDUCATION PROGRAMS; ENROLLMENT; EVALUATION; *FEDERAL AID; FINANCIAL SUPPORT; *PROGRAM DESCRIPTIONS; SUPPLEMENTARY EDUCATION

IDENTIFIER: JOHNSON O MALLEY; *WASHINGTON

DESCRIPTIVE NOTE: 51P.

COMPENSATORY EDUCATION PROGRAMS FUNDED BY JOHNSON-O'MALLEY CATEGORICAL AID MONIES ARE DESCRIBED IN THIS ANNUAL REPORT ON AMERICAN INDIAN EDUCATION IN THE STATE OF WASHINGTON. FUNDS WERE ALLOCATED TO SCHOOL DISTRICTS ON THE BASIS OF NEED AND MERIT OF PROPOSED PROGRAMS. PROGRAMS FUNDED PROVIDED FOOD SERVICES, HOME VISITORS AND COUNSELORS, TEACHER AND LIBRARY AIDES, TUTORING, INDIVIDUALIZED INSTRUCTION, FIELD TRIPS, AND TEACHER TRAINING. ENROLLMENT STATISTICS, A 1968-69 BUDGET ANALYSIS, AND THE 1969-70 BUDGET REQUEST ARE PRESENTED. AN EVALUATION REPORT OF A CONFERENCE ON AMERICAN INDIAN EDUCATION FOR TEACHERS, PRINCIPALS, AND COUNSELORS IS ALSO INCLUDED. (JH)

ACCESSION NUMBER: ED045238

PUBLICATION DATE: 70

TITLE: "RED POWER" AND INDIAN EDUCATION.

PERSONAL AUTHOR: HEATH, G. LOUIS

DESCRIPTOR: *ACTIVISM; *AMERICAN INDIANS; ATTITUDES; *CULTURE; *EDUCATION; HIGHER EDUCATION; INDIVIDUAL POWER; *NATIONALISM; SELF CONCEPT

DESCRIPTIVE NOTE: 7P.

THE DOCUMENT IS THE RESULT OF RESEARCH CONDUCTED ON 14 INDIAN RESERVATIONS AND ONE SETTLEMENT IN THE SOUTHWEST, MIDWEST, WEST, AND PACIFIC NORTHWEST BY ILLINOIS STATE UNIVERSITY IN THE SUMMER OF 1970. SOME 124 INDIANS WERE INTERVIEWED, MANY OF WHOM WERE LEADERS AND PARTICIPANTS IN VARIOUS RED POWER ORGANIZATIONS. AS NOTED, THE DOMINANT IMPRESSION TO EMERGE FROM THE RESEARCH WAS THAT INDIANS HAVE BECOME VERY AWARE THAT THEY, COLLECTIVELY, CAN MATERIALLY TRANSFIGURE THEIR OWN LIVES FOR THE BETTER. THEY HAVE ALSO BECOME AWARE THAT OTHER RACIAL AND ETHNIC GROUPS HAVE CULTURALLY EXPRESSIVE INSTITUTIONS. INDIANS HAVE BEEN LACKING DETECTABLE POLITICAL POWER AND HAVE BEEN UNABLE TO CONTROL EDUCATION OF THEIR OWN CHILDREN; CONSEQUENTLY , THEY HAVE GRAVITATED TO THE BRINK OF CULTURAL EXTINCTION. IT IS REPORTED THAT THE RECENT VIGILANCE OF THE INDIAN SPRINGS FROM A DISCONCERTING REALIZATION THAT HE MUST NOW MOBILIZE EVERY VESTIGE OF POWER TO PROVIDE FOR THIS CULTURAL CONTINUITY. THE DOCUMENT CONCLUDES THAT RED POWER AND EDUCATIONAL RENAISSANCE ARE BOTH REQUISITE TO THE REGENERATION OF INDIAN CULTURE. (EL)

ACCESSION NUMBER: ED045247

PUBLICATION DATE: OCT 70

TITLE: FROM VILLAGE TO TOWN: AN INTERMEDIATE STEP IN THE ACCULTURATION OF ALASKA ESKIMOS.

PERSONAL AUTHOR: HIPPLER, ARTHUR E.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; ATTITUDES; COMMUNITY; CULTURE; EDUCATION; EMPLOYMENT; *ESKIMOS; *INTEGRATION EFFECTS; MIGRATION; RELOCATION; *SOCIAL INFLUENCES; SOCIOECONOMIC STATUS; VALUES

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 68P.

THE REPORT DISCUSSES SOCIALIZATION AS RELATED TO THE MOVEMENT OF ALASKA NATIVES FROM SMALL VILLAGES TO LARGER VILLAGES AND FINALLY TO ALASKA'S URBAN CENTERS. THE STUDY, WHICH WAS LIMITED TO THE VILLAGE MILIEU OF NORTHWEST ALASKA ESKIMO COMMUNITIES, POINTS OUT THAT A TYPE OF QUASI-URBAN ACCULTURATION IS BROUGHT ABOUT BY THE NATIVES' INCREASED EXPECTATIONS FOR WESTERN MATERIAL GOODS IN CONJUNCTION WITH THEIR PROBLEMS ARISING FROM LIMITED POSSIBILITIES FOR ACHIEVING THESE EXPECTATIONS AND IN PART FROM PRESSURES FOUND IN SHIFTING THEIR VALUE SYSTEM. THE STUDY IS DIVIDED INTO 2 MAJOR SECTIONS: (1) ANALYSIS OF LIFE IN SEVERAL SMALL COMMUNITIES REPRESENTATIVE OF THE RANGE OF ACCULTURATIVE EXPERIENCES IN VILLAGES AND (2) DESCRIPTION AND ANALYSIS OF LIFE IN NOME, A LARGE VILLAGE. THE IMPINGING SOCIAL FORCES FROM THE OUTSIDE AND THE NATIVES' CHANGING SUBSISTENT ENCONOMY ARE DISCUSSED, AS ARE CHRISTIANITY AND ALCOHOLISM IN THE SOCIALIZATION PROCESS OF THE NATIVES. IN CONCLUSION, IT IS NOTED THAT THE MIGRATION IS CREATING THE USUAL PROBLEMS OF EMPLOYMENT, RACIAL DISCRIMINATION, AND POOR SOCIAL ADJUSTMENT WHICH INTENSIFIES CULTURAL SHOCK FOR THE NATIVES. (EL)

AVAILABILITY: TRAINING CENTER FOR COMMUNITY PROGRAMS, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA ($1.50)

ACCESSION NUMBER: ED045248

PUBLICATION DATE: 70

TITLE: READING IS FUNDAMENTAL'S GUIDE TO BOOK SELECTION, WITH SUPPLEMENT 1.

PERSONAL AUTHOR: SMOLLAR, ELEANOR, ED.

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; *BOOKLISTS; ELEMENTARY GRADES; *NEGRO LITERATURE; PAPERBACK BOOKS; *READING MATERIALS; RECREATIONAL READING; *SPANISH AMERICAN LITERATURE; TEENAGERS

DESCRIPTIVE NOTE: 106P.

THE BOOKLISTS PRESENTED IN THIS GUIDE ARE PRIMARILY INTENDED TO ASSIST READING IS FUNDAMENTAL PROJECTS AND OTHER SIMILAR PROGRAMS IN PURCHASING PAPERBACK AND INEXPENSIVE HARD-BOUND BOOKS AT THE ELEMENTARY LEVEL. APPROXIMATELY 600 TITLES WITH PRICES AND BRIEF DESCRIPTIONS ARE LISTED IN A GENERAL BOOKLIST. SEPARATE BOOKLISTS COMPOSED OF ELEMENTARY-LEVEL READING MATERIALS AND TEENAGE- AND ADULT-LEVEL READING MATERIALS ARE PRESENTED FOR EACH OF 3 ETHNIC GROUPS: BLACK, AMERICAN INDIAN, AND SPANISH-SPEAKING. A SUPPLEMENT WHICH PRESENTS ADDITIONAL ELEMENTARY-LEVEL READING MATERIALS IN BOTH A GENERAL SECTION AND BY ETHNIC GROUP IS INCLUDED WITH THIS GUIDE. FUTURE SUPPLEMENTS ARE PLANNED. (JH)

AVAILABILITY: READING IS FUN-DAMENTAL, ROOM 2407, ARTS & INDUSTRIES BUILDING, SMITHSONIAN INSTITUTION, WASHINGTON, D.C. 20560

ACCESSION NUMBER: ED045251

PUBLICATION DATE: 70

TITLE: BEHAVIOR ANALYSIS MODEL OF A FOLLOW THROUGH PROGRAM, ORAIBI, ARIZONA; CHILDHOOD EDUCATION. MODEL PROGRAMS.

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIORAL OBJECTIVES; *FEDERAL PROGRAMS; HANDWRITING DEVELOPMENT; MATHEMATICS; PARENT PARTICIPATION; *PRIMARY GRADES; *PROGRAM DESCRIPTIONS; READING DEVELOPMENT; *SCHOOL COMMUNITY RELATIONSHIP; TEACHER AIDES

IDENTIFIER: *HOPI INDIANS

DESCRIPTIVE NOTE: 24P.; BOOKLET PREPARED FOR THE WHITE HOUSE CONFERENCE ON CHILDREN (WASHINGTON, D.C., DECEMBER 1970)

A DESCRIPTION OF THE FOLLOW THROUGH PROGRAM AT ORAIBI, ARIZONA, WAS PREPARED FOR THE WHITE HOUSE CONFERENCE ON CHILDREN (DECEMBER 1970), AS WERE PAPERS ON 33 OTHER SELECTED MODEL PROGRAMS. IN THE FOLLOW THROUGH PROGRAM, APPROXIMATELY 400 HOPI CHILDREN (GRADES 1 TO 3) ARE BUILDING PROFICIENCY IN READING, MATHEMATICS, AND HANDWRITING VIA THE KANSAS MODEL WHICH UTILIZES THE BEHAVIOR ANALYSIS APPROACH TO LEARNING. AN EXPLANATION OF THE TEACHER, TEACHER-AIDE, AND PARENT-AIDE ROLE AND FUNCTION IS INCLUDED IN THE DOCUMENT. SOURCES OF FURTHER INFORMATION ON THIS AND SIMILAR PROGRAMS ARE ALSO PROVIDED. (LS)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (HE5.220:20131; $0.20)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED045257

PUBLICATION DATE: MAR 70

TITLE: EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS: A COMPARATIVE STUDY OF INDIAN AND NON-INDIAN YOUTH.

PERSONAL AUTHOR: ELLIOTT, JOHN G.

DESCRIPTOR: *ACADEMIC ASPIRATION; *AMERICAN INDIANS; CAUCASIANS; *CROSS CULTURAL STUDIES; EDUCATION; *OCCUPATIONAL ASPIRATION; PARENTS; PERCEPTION; *SELF CONCEPT; SOCIAL ATTITUDES; SOCIOECONOMIC STATUS; YOUTH

IDENTIFIER: *NOVA SCOTIA

DESCRIPTIVE NOTE: 163P.

THE CROSS-CULTURAL STUDY WAS CONDUCTED UNDER THE ASSUMPTION THAT INTELLIGENCE IS A LEARNED PHENOMENON; THEREFORE, IF ETHNIC DIFFERENCES EXIST, THEY ARE NOT DUE TO DIFFERENCES IN INTELLIGENCE BUT ARE DUE TO DIFFERENCES IN INDIVIDUAL ATTITUDES AND SOCIAL SYSTEMS. THE STUDY WAS INTENDED TO EXPLAIN EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF INDIAN AND NON-INDIAN STUDENTS FROM GRADE 6 AND BEYOND. THE QUESTIONNAIRE METHOD WAS UTILIZED TO GATHER DATA FROM A TOTAL OF 1,041 STUDENTS, OF WHICH 223 WERE INDIANS AND 818 WERE NON-INDIANS. THE STUDENT POPULATION REPRESENTED 2 TYPES OF SCHOOLS IN NOVA SCOTIA: FEDERAL AND PROVINCIAL. THE 6 SETS OF DATA COLLECTED WERE (1) EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS, (2) STUDENTS' SELF-RATINGS AND PERCEPTIONS OF SCHOOL-RELATED VARIABLES, (3) PARENTS' PERCEPTIONS OF THEIR CHILDREN AS SEEN BY THE STUDENTS, (4) STUDENTS' RATINGS OF PARENTS IN REGARD TO OCCUPATION, (5) STUDENTS' SELF-RATINGS OF ABILITY FOR CHOSEN OCCUPATIONS, AND (6) SIGNIFICANT PEOPLE IN THE STUDENTS' LIVES. THE OVERALL FINDING WAS THAT THERE WERE MANY DIFFERENCES TO MORE OR LESSER DEGREES BETWEEN INDIANS AND NON-INDIANS. A FULL DISCUSSION OF THE STUDY IS INCLUDED, ALONG WITH TABLES OF PERTINENT STATISTICS. (EL)

ACCESSION NUMBER: FD045266

PUBLICATION DATE: MAR 70

TITLE: THOUGHTS ON DIVERSITY AND COMMUNITY IN THE SOUTHWEST WITH ALL DUE RESPECT.

PERSONAL AUTHOR: BROWN, WILLIE L., JR.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL PLURALISM; EDUCATION; *MEXICAN AMERICANS; *MINORITY GROUPS; NATIONALISM; *NEGROES; POWER STRUCTURE; RACIAL ATTITUDES; SELF CONCEPT; *SOCIAL ATTITUDES; SOCIAL DISCRIMINATION; SOCIOECONOMIC STATUS

DESCRIPTIVE NOTE: 28P.

THE AUTHORS OF THE 4 ESSAYS PRESENTED IN THIS DOCUMENT EXPRESSING MINORITY VIEWPOINTS ARE MEMBERS OF THE SOUTHWEST INTERGROUP RELATIONS COUNCIL, AN ORGANIZATION ESTABLISHED TO HIGHLIGHT, THROUGH PUBLICATION, PROBLEMS OF THE MINORITIES OF THE SOUTHWEST. THE FIRST ENTRY, "BLACKS, BROWNS, AND REDS--COLORS FAR APART," POINTS OUT THE RIFT BETWEEN BLACKS, MEXICAN AMERICANS, AND INDIANS AS A RESULT OF THE STRUGGLE FOR POWER IN ORGANIZATIONS AND FOR CONTROL OF FEDERAL PROGRAMS. THE SECOND ARTICLE, "E PLURIBUS UNUM: LA RAZA," TAKES A HISTORICAL LOOK AT THE PLIGHT OF MEXICAN AMERICANS WHO, AS "ORIGINAL" OWNERS OF THE LAND IN THE SOUTHWEST, ARE NOW DEPOSED AND HAVE BEEN FORCED TO AN IMAGE OF A PEOPLE IN DIRE NEED OF SOCIAL AND CULTURAL REHABILITATION. THE ESSAY "INDIAN AND OTHER TRIBES" PRESENTS THE INDIAN VIEWPOINT REGARDING THE INTEGRATIONIST'S THEORY OF THE MELTING POT AS BEING APPLIED TO THE INDIAN WITHOUT REGARD TO EXISTING RIGHTS OF TRIBES AS SOVEREIGN COMMUNITIES. "PATTERNS OF AMERICAN PREJUDICE" IS A REPORT ON A MAJOR STUDY OF CONTEMPORARY ANTI-SEMITISM IN THE UNITED STATES. THE FINAL ESSAY, "THOUGHTS ON THE DOMINANT AMERICAN," DISCUSSES THE SOCIAL SCIENCE AND LITERATURE OF AMERICA BEING REDUNDANTLY CONCERNED WITH THE FATES AND FORTUNES OF THE MINORITIES WHILE THE SOCIAL CONSCIOUSNESS OF THE DOMINANT AMERICAN NEEDS TO BE REASSESSED. (EL)

AVAILABILITY: SOUTHWEST INTERGROUP RELATIONS COUNCIL, INC., 1503 GUADALUPE - SUITE 206, AUSTIN, TEXAS 78701 ($1.00; BULK RATES ON REQUEST)

ACCESSION NUMBER: ED045269

PUBLICATION DATE: MAY 70

TITLE: REMARKS CONCERNING ROUGH ROCK DEMONSTRATION SCHOOL.

PERSONAL AUTHOR: PLATERO, DILLON

DESCRIPTOR: *AMERICAN INDIANS; CAREER OPPORTUNITIES; *COMMUNITY CONTROL; COMMUNITY DEVELOPMENT; *EDUCATIONAL INNOVATION; *EDUCATIONAL OPPORTUNITIES; ELEMENTARY EDUCATION; *EXPERIMENTAL SCHOOLS; PARENT PARTICIPATION; PRESCHOOL EDUCATION; SECONDARY EDUCATION

DESCRIPTIVE NOTE: 24P.; SPEECH GIVEN TO A GROUP MEETING ON NEW MODEL SCHOOLS (WASHINGTON, D.C., MAY 1970)

ROUGH ROCK DEMONSTRATION SCHOOL, NOTED FOR INNOVATIVE PROGRAMS AND COMMUNITY CONTROL AND PARTICIPATION IN OPERATIONS, HAS ENCOURAGED OTHER INDIAN COMMUNITIES TO ESTABLISH EDUCATIONAL INSTITUTIONS AND TO FORM ORGANIZATIONS INTERESTED IN EDUCATION. ROUGH ROCK CONTINUES TO EXPAND ITS FACILITIES AND INNOVATIVE PROGRAMS. SECONDARY GRADES ARE BEING ADDED 1 GRADE PER YEAR UNTIL THE FIRST SENIORS GRADUATE IN JUNE OF 1974. AN OFFICE OF ECONOMIC OPPORTUNITY GRANT WILL BE USED TO CONSTRUCT HOMES FOR TEACHERS IN VARIOUS CAMPS IN THE AREA SO THAT EMPLOYEES OF THE SCHOOL WILL PARTICIPATE IN COMMUNITY LIFE AND SO THAT LOCAL CITIZENS WILL REALIZE THE POTENTIAL OF UPGRADING THEIR LIVING FACILITIES. CLASSROOM AIDES ARE PARTICIPATING IN A CAREER OPPORTUNITIES PROGRAM AND ARE WORKING TOWARD BECOMING TEACHERS. PLANS ARE UNDER WAY FOR A CONTINUING EVALUATION OF THE SCHOOL DESIGNED TO ASSIST LEARNING RATHER THAN TO POINT UP FAILURES. A NURSERY SCHOOL, KINDERGARTEN, AND CHILD-CARE CENTER HAVE RECENTLY BEEN ESTABLISHED. AN ENVIRONMENTAL SCIENCES LABORATORY WAS RECENTLY COMPLETED. (JH)

ACCESSION NUMBER: ED045270

PUBLICATION DATE: JAN 70

TITLE: SAN CARLOS APACHE INDIAN RESERVATION AND BYLAS, ARIZONA; FORT THOMAS PUBLIC SCHOOLS. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: CHILCOTT, JOHN H.; ANDERSON, NED

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY CHARACTERISTICS; *COMMUNITY STUDY; DEMOGRAPHY; *EDUCATIONAL FACILITIES; *EDUCATIONAL PROGRAMS; EDUCATIONAL TRENDS; POWER STRUCTURE; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 17P.; SERIES 1, NO. 18

AS PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, PART I OF THIS DOCUMENT DEPICTS THE DEMOGRAPHIC, SOCIOECONOMIC, EDUCATIONAL, AND SOCIAL ASPECTS OF THE SAN CARLOS APACHE INDIAN RESERVATION AND COMMUNITY OF BYLAS. PART II PLACES SPECIFIC EMPHASIS ON RECENT HISTORY, ECONOMY, PROBLEMS AND NEW PROGRAMS, AND THE EDUCATIONAL ENVIRONMENT OF THE COMMUNITY AS RELATED TO THE LUTHER SCHOOL (PRIVATE) AND THE FORT THOMAS PUBLIC SCHOOLS (ELEMENTARY AND SECONDARY). TWO TABLES AND A MAP ARE INCLUDED. (LS)

ACCESSION NUMBER: ED045271

PUBLICATION DATE: JAN 70

TITLE: ANGOON, ALASKA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: CONNELLY, JOHN; BARNHARDT, RAY

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; *CULTURAL BACKGROUND; CURRICULUM; DEMOGRAPHY; ECONOMIC CLIMATE; *EDUCATIONAL BACKGROUND; *EDUCATIONAL TRENDS; RELIGIOUS CULTURAL GROUPS; SCHOOL PERSONNEL

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 13P.; SERIES 1, NO. 19

PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS COMMUNITY BACKGROUND REPORT DESCRIBES THE TLINGIT COMMUNITY OF ANGOON, ALASKA. DEMOGRAPHIC CHARACTERISTICS AND HISTORICAL BACKGROUND OF THE COMMUNITY ARE PRESENTED. RELIGIOUS AND ECONOMIC CLIMATES ARE DISCUSSED. EDUCATIONAL DEVELOPMENT IS TRACED FROM MISSIONARY INFLUENCE, THROUGH BUREAU OF INDIAN AFFAIRS' CONTROL AND ESTABLISHMENT OF AN INDEPENDENT PUBLIC SCHOOL DISTRICT, TO THE PRESENT-DAY ALASKA STATE SCHOOL, WHICH IS PART OF THE STATE OF ALASKA RURAL AND ON-BASE PUBLIC SCHOOL DISTRICT. RAPID STAFF TURNOVER AND A STANDARD STATE CURRICULUM CHARACTERIZE THE SCHOOL. CONSIDERABLE EDUCATIONAL SUPPORT EXISTS FOR SECONDARY EDUCATION NOT OBTAINABLE IN THE COMMUNITY, WHICH SUGGESTS THAT THE HARMONIZING OF TRADITIONAL AND NEW CONCEPTS AND PRACTICES MAY HAVE MORE RELEVANCE FOR THE COMMUNITY THAN REVIVING NATIVE CRAFTS AND LANGUAGES. (JH)

ACCESSION NUMBER: ED045272

PUBLICATION DATE: JAN 70

TITLE: TUBA CITY, ARIZONA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: CHILCOTT, JOHN H.; THOMAS, MARJORIE

DESCRIPTOR: *AMERICAN INDIANS; *BACKGROUND; *COMMUNITY CHARACTERISTICS; COMMUNITY EDUCATION; CURRICULUM; DEMOGRAPHY; ECONOMIC FACTORS; *EDUCATION; *EMPLOYMENT; FEDERAL GOVERNMENT; HOUSING; RECREATION; SCHOOLS; STATE GOVERNMENT

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 17P.; SERIES 1, NO. 20

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS 1970 DOCUMENT DEALS WITH THE COMMUNITY BACKGROUND OF TUBA CITY, ARIZONA. THE COMMUNITY BACKGROUND IS DESCRIBED IN TERMS OF POPULATION, HISTORICAL BACKGROUND, RECREATION, HOUSING, ECONOMY, EMPLOYMENT BY THE STATE AND FEDERAL GOVERNMENTS AND BY PRIVATE EMPLOYERS, AND THE NAVAJO TRIBE. THE EDUCATION IN THE COMMUNITY IS DESCRIBED IN TERMS OF PHYSICAL PLANT, PUPILS, STAFF, ADMINISTRATION AND FINANCE, CURRICULUM, SPECIAL PROGRAMS, ADULT EDUCATION PROGRAMS, DISCIPLINE RULES AND PRACTICES, SCHOOLS AND COMMUNITY RELATIONSHIPS, AND PROBLEMS AND TRENDS. (AN)

ACCESSION NUMBER: ED045273

PUBLICATION DATE: NOV 70

TITLE: THE SELF-ESTEEM OF AMERICAN INDIAN YOUTH; THE PERSONAL-SOCIAL ADJUSTMENT OF AMERICAN INDIAN YOUTH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: DREYER, PHILIP H.; HAVIGHURST, ROBERT J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; ASPIRATION; *ATTITUDES; CULTURE; DATA COLLECTION; EDUCATION; ESKIMOS; *NATIONAL SURVEYS; PERCEPTION; *SELF CONCEPT; *SELF ESTEEM; SOCIAL ATTITUDES; TESTING

DESCRIPTIVE NOTE: 20P.; SERIES 3, NO. 8

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS STUDY COLLECTED DATA FROM 2,007 INDIAN STUDENTS (FROM 8 TO 20 YEARS OF AGE) WHO ATTENDED PUBLIC, MISSION, AND BUREAU OF INDIAN AFFAIRS' SCHOOLS FROM ALASKA TO NORTH CAROLINA USING SELF-REPORT QUESTIONNAIRES DEALING WITH THE INDIAN SELF-CONCEPT. THE PURPOSE OF THIS PAPER IS TO REPORT THE FINDINGS OF THIS STUDY REGARDING THE INFLUENCES OF AGE, SEX, AND MINORITY STATUS IN SCHOOL UPON THE SELF-CONCEPT OF THE VARIOUS INDIAN GROUPS STUDIED. A COMPARISON WAS MADE BETWEEN INDIAN AND NON-INDIAN GROUPS IN AN EFFORT TO ANSWER QUESTIONS ON THE UNIQUENESS OF THE INDIAN GROUPS WITHIN THE LARGER SOCIETY. THE SELF-ESTEEM AND SELF-CONCEPT DATA FROM THE STUDY INDICATE THAT THE GREAT MAJORITY OF INDIAN YOUTH SEE THEMSELVES AS FAIRLY COMPETENT PERSONS WITHIN THEIR OWN SOCIAL WORLD BUT CAN BE EXPECTED TO SHOW DOUBTS ABOUT THEMSELVES IN THE NON-INDIAN WORLD. THE STUDY ALSO CONCLUDED THAT THE CONTEXT WITHIN WHICH AN INDIVIDUAL JUDGES HIMSELF IS CRITICAL TO ATTACHING MEANING TO HIS SO-CALLED "SELF-ESTEEM" RATINGS AND THAT SELF-CONCEPT MUST BE STUDIED MORE EXTENSIVELY BEFORE IT IS UNDERSTOOD. TABLES OF STATISTICS AND A BIBLIOGRAPHY ARE APPENDED. (EL)

ACCESSION NUMBER: ED045274

PUBLICATION DATE: DEC 70

TITLE: TEACHERS OF AMERICAN INDIAN YOUTH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: KRAUSE, GEORGE W.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *AUTHORITARIANISM; *CLASSROOM ENVIRONMENT; *CULTURAL AWARENESS; RESEARCH; SEX DIFFERENCES; STUDENT ATTITUDES; *TEACHER ATTITUDES; TEACHER CHARACTERISTICS

DESCRIPTIVE NOTE: 24P.; SERIES 4, NO. 5

CHARACTERISTICS AND ATTITUDES "OF A SUBSTANTIAL SAMPLE OF TEACHERS WHO TEACH INDIAN STUDENTS IN VARIOUS KINDS OF SCHOOLS" WERE STUDIED BY MEANS OF INTERVIEWS, OBSERVATION, AND QUESTIONNAIRES. THERE WERE 634 TEACHERS WHO FILLED OUT QUESTIONNAIRES, AND 345 OF THEM WERE INTERVIEWED. THE FOLLOWING KINDS OF INFORMATION ABOUT THIS SAMPLE OF TEACHERS WAS OBTAINED: AGE, SEX, GRADES WHICH THEY TAUGHT, AND TYPES OF SCHOOLS. THE STUDY ALSO REVEALED THEIR ATTITUDES AND KNOWLEDGE WHICH MIGHT HAVE A BEARING ON THEIR EFFECTIVENESS AS TEACHERS. RELIABILITY WAS TESTED FOR 2 GROUPS OF ATTITUDE STATEMENTS: THOSE PERTAINING TO AUTHORITARIAN VERSUS PERMISSIVE ATTITUDES ABOUT TEACHING AND THOSE PERTAINING TO WORKING WITH INDIAN CHILDREN AND THEIR FAMILIES. THE STATEMENTS MAKING UP THESE 2 COMPLEXES WERE ORDERED INTO 2 EQUAL SUBGROUPS, EACH OF WHICH WAS SUBJECTED TO A SPLIT-HALF RELIABILITY TEST WHICH YIELDED RELIABILITY COEFFICIENTS OF. 64 FOR EACH COMPLEX. APPENDIX I CONTAINS SCHOOLS STUDIED AND TEACHERS CONTACTED; APPENDIX II CONTAINS AVERAGE SCORES ON QUESTIONNAIRES AND INTERVIEWS FOR ALL TEACHERS RESPONDING. (LS)

ACCESSION NUMBER: ED045275

PUBLICATION DATE: DEC 70

TITLE: THE EDUCATION OF INDIAN CHILDREN AND YOUTH; SUMMARY REPORT AND RECOMMENDATIONS. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. SUMMARY REPORT AND RECOMMENDATIONS.

PERSONAL AUTHOR: HAVIGHURST, ROBERT J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; ASPIRATION; ATTITUDES; *COMMUNITY INVOLVEMENT; *CULTURAL AWARENESS; CURRICULUM; DATA COLLECTION; *EDUCATION; EVALUATION; HISTORY; *NATIONAL SURVEYS; OBJECTIVES; SCHOOL DISTRICT AUTONOMY; SCHOOLS; SOCIAL ATTITUDES

DESCRIPTIVE NOTE: 66P.; SERIES 4, NO. 6

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT CONTAINS THE SUMMARY REPORT AND RECOMMENDATIONS REGARDING EDUCATION OF INDIAN CHILDREN AND YOUTH. THE DOCUMENT SUMMARIZES RESULTS OF FIELD RESEARCH MADE IN 30 INDIAN COMMUNITIES AND CONTAINS RECOMMENDATIONS FOR ACTION TO IMPROVE THE EDUCATION OF INDIANS. THE RECOMMENDATIONS AND THE TEXT OF THE SUMMARY, AS NOTED, ARE MAINLY THE WORK OF THE DIRECTOR OF THE STUDY, PROFESSOR HAVIGHURST. AN OVERRIDING THEME THROUGHOUT THE STUDY IS THAT THERE NEEDS TO BE RECOGNITION OF INDIAN AUTHORITY AND RESPONSIBILITY FOR THE EDUCATION OF INDIAN CHILDREN AND YOUTH. IT IS BELIEVED THAT THE TIME HAS COME TO MAKE THIS A MAJOR GOAL IN THE POLICIES AND PRACTICES OF THE FEDERAL GOVERNMENT AND OF THE STATE GOVERNMENTS. IN CONCLUSION, THE DOCUMENT PROVIDES INFORMATION ON SAMPLE COMMUNITIES AND SCHOOL SYSTEMS INCLUDED IN THE STUDY, A REFERENCE LIST, AND THE AVAILABILITY AND PURCHASING ARRANGEMENTS FOR PAPERS CONSTITUTING THE FINAL REPORT. (EL)

AVAILABILITY: TRAINING CENTER FOR COMMUNITY PROGRAMS, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA 55455 ($1.00)

ACCESSION NUMBER: ED045276

PUBLICATION DATE: SEP 70

TITLE: THE RELATION OF SELF-ESTEEM TO PERSONAL-SOCIAL ADJUSTMENT AMONG AMERICAN INDIAN STUDENTS: THE PERSONAL-SOCIAL ADJUSTMENT OF AMERICAN INDIAN YOUTH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: DREYER, PHILIP H.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; ASPIRATION; *CROSS CULTURAL STUDIES; EDUCATION; *EDUCATIONAL RESEARCH; ESKIMOS; *QUESTIONNAIRES; *SELF CONCEPT; SELF ESTEEM; SOCIAL ATTITUDES; TESTING

DESCRIPTIVE NOTE: 27P.; SERIES 3, NO. 10

THE DOCUMENT IS 1 IN A SERIES OF PAPERS FOR THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. DATA FOR THE STUDY WERE COLLECTED BY MEANS OF 2 PAPER-AND-PENCIL QUESTIONNAIRES ADMINISTERED TO APPROXIMATELY 2,000 INDIAN ELEMENTARY AND HIGH SCHOOL STUDENTS FROM THE FOLLOWING GROUPS: PLAINS INDIANS, SOUTHWEST INDIANS, NORTHWEST INDIANS AND ESKIMOS, MINNESOTA-WISCONSIN INDIANS, NORTH CAROLINA INDIANS, OKLAHOMA INDIANS, AND URBAN INDIANS. AMONG THE FACTORS CONSIDERED IN THIS STUDY WERE (1) HOW DID INDIAN STUDENTS VIEW THEIR FUTURE WHEN COMPARED TO THEIR SELF-EVALUATION IN THE PRESENT? (2) HOW DID INDIAN STUDENTS RATE INDIAN AND WHITE CULTURES, AND DID THEIR SELF-ESTEEM RATINGS CORRELATE MORE WITH 1 CULTURE THAN WITH THE OTHER? AND (3) HOW DID INDIAN STUDENT SELF-ESTEEM RELATE TO SCHOOL ACHIEVEMENT AS MEASURED BY RANK IN CLASS? AMONG MORE SPECIFIC CONCLUSIONS, A POSITIVE QUALITY OF THE INDIAN STUDENTS SEEMED TO EMERGE FROM THIS STUDY. INCLUDED IN THE DOCUMENT ARE 8 TABLES OF STATISTICS SHOWING THE RELATION OF SELF-ESTEEM TO SOCIAL ADJUSTMENT. (EJ)

ACCESSION NUMBER: ED045281

PUBLICATION DATE: NOV 70

TITLE: COGNITIVE STRENGTHS OF ESKIMOS AND IMPLICATIONS FOR EDUCATION.

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: ABILITY; ACHIEVEMENT; *AMERICAN INDIANS; CAUCASIANS; *COGNITIVE ABILITY; *CROSS CULTURAL STUDIES; EDUCATIONAL DEVELOPMENT; *ESKIMOS; EXPECTATION; INTELLECTUALIZATION; INTELLIGENCE; LANGUAGE; *PERCEPTION; PERFORMANCE; SCHOOLS

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 14P.

THE STUDY SUGGESTED (1) THAT ESKIMOS POSSESS UNUSUAL COGNITIVE STRENGTHS WHICH ARE RARELY RECOGNIZED AND (2) THAT THESE TALENTS MAY REFLECT HIGH INTELLECTUAL ABILITIES IN SUCH AREAS AS PERCEPTUAL ANALYSIS AND IMAGE MEMORY. IT WAS NOTED THAT THE PERFORMANCES OF ESKIMOS ON MEASURES OF THESE COGNITIVE ABILITIES APPROXIMATE AND IN SOME INSTANCES EXCEED NORMS FOR THE UNITED STATES. IT WAS ALSO NOTED THAT, IN SOME CASES, ESKIMO STUDENTS HAVE SURPASSED URBAN CAUCASIAN STUDENTS IN ABILITY TO RECALL COMPLEX STRUCTURED IMAGES. THE STUDY POINTED TO THE EARLY EXPLORERS OF ALASKA WHO RECOGNIZED THE SKILL AND ABILITY OF ESKIMOS TO ANALYZE SPATIAL RELATIONSHIPS OR TO RECALL COMPLEX PATTERNS THROUGH STRUCTURED MENTAL IMAGES. STUDIES CITED IN THE DOCUMENT SUBSTANTIATE THAT THESE UNUSUAL TALENTS ARE POSSESSED BY THE NATIVES OF ALASKA. IT IS BELIEVED THAT THESE COGNITIVE STRENGTHS SHOULD ENABLE THE NATIVES TO MAKE SIGNIFICANT CONTRIBUTIONS IN AREAS SUCH AS MAP-MAKING, SPELLING, OR MECHANICS. WITH ADVANCED TRAINING, NATIVE TALENTS COULD APPLY IN OTHER FIELDS. (EL)

AVAILABILITY: INSTITUTE OF SOCIAL, ECONOMIC AND GOVERNMENT RESEARCH, UNIVERSITY OF ALASKA, FAIRBANKS, ALASKA ($1.00)

ACCESSION NUMBER: ED045282

PUBLICATION DATE: NOV 70

TITLE: ACHIEVEMENT PROFILES OF NATIVE NINTH GRADERS.

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: *ABILITY; *ACHIEVEMENT; *AMERICAN INDIANS; CULTURAL DIFFERENCES; *EDUCATION; *ESKIMOS; EXPECTATION; GRADE 9; INTELLIGENCE; LANGUAGE; PERCEPTION; PERFORMANCE; SCHOOLS; TESTING

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 14P.

THE STUDY WAS CONDUCTED AMONG SECONDARY SCHOOLS IN ALASKAN COMMUNITIES WHERE LARGE NUMBERS OF RURAL NATIVE STUDENTS ARE ENROLLED THROUGH THE BOARDING HOME PROGRAM. IT WAS ASSUMED THAT VILLAGE TEACHERS OFTEN DID NOT SEND STUDENT RECORDS WHICH WOULD HAVE PROVIDED A BASIS FOR PLACING STUDENTS IN APPROPRIATE ACADEMIC PROGRAMS. IT WAS BELIEVED THAT, WITHOUT PAST ACHIEVEMENT RECORDS, NATIVE STUDENTS WERE OFTEN PLACED IN LOWER-ACHIEVEMENT-LEVEL CLASSES. THE GROUP TESTED IN THE STUDY CONSISTED OF 68 NATIVE NINTH GRADERS OF ESKIMO, ALEUT, AND ATHABASCAN ORIGIN. IT WAS THOUGHT THAT MANY OF THE RURAL NATIVE STUDENTS WERE CAPABLE OF MORE ADVANCED ACADEMIC WORK, ACCORDING TO THEIR ACHIEVEMENT TEST PROFILE ANALYSIS, UPON ENTERING THE NINTH GRADE. IT WAS CONCLUDED THAT THE STUDENTS ACHIEVED HIGH SCORES ON A RELATIVELY LESS CULTURALLY BIASED ABSTRACT REASONING TEST AND THAT THESE STUDENTS HAD THE POTENTIAL TO DO WELL IN ACADEMIC WORK. IT WAS SUGGESTED THAT TEACHERS SHOULD TAKE MORE CARE TO BASE THEIR EXPECTATIONS ON THE CAPABILITIES OF INDIVIDUAL RURAL NATIVE STUDENTS AND NOT ON STEREOTYPES ABOUT THE GROUP AS A WHOLE. TABLE OF STATISTICS ARE APPENDED. (EL)

ACCESSION NUMBER: ED045560

PUBLICATION DATE: NOV 70

TITLE: PREPARING SCHOOL PERSONNEL FOR AMERICAN INDIANS. SOME EXPLORATORY QUESTIONS AND RESPONSES WITH AN ANNOTATED BIBLIOGRAPHY.

PERSONAL AUTHOR: BURDIN, JOEL L., ED.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BICULTURALISM; *CULTURAL DIFFERENCES; *MINORITY GROUPS; TEACHER ATTITUDES; TEACHER EDUCATION; TRIBES

DESCRIPTIVE NOTE: 46P.

THIS EXPLORATORY PAPER IS IN THE FORM OF QUESTIONS POSED BY ERIC, AND ANSWERS FROM THREE EDUCATORS AT ARIZONA STATE UNIVERSITY AND ONE FROM THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY. THE TOPICS DISCUSSED INCLUDE CURRENT CONDITIONS IN INDIAN EDUCATION AND SOME OF THE IMPROVEMENTS WHICH HAVE TAKEN PLACE DURING THE PAST DECADE; THE NEED TO TRANSLATE TRADITIONAL INDIAN VALUES INTO PRESENT DAY TERMS; THE DESIRABLE OBJECTIVES IN INDIAN EDUCATION; THE SPECIAL NEEDS IN THE EDUCATION OF TEACHERS FOR INDIAN SCHOOLS AND THE SOCIAL, PSYCHOLOGICAL, AND HISTORICAL ATTITUDES WHICH THEY REQUIRE; THE NEED FOR INSTRUCTIONAL MATERIALS WHICH WILL BE MEANINGFUL TO THE STUDENTS; THE ORGANIZATION, RESEARCH, AND FINANCING INVOLVED IN BUILDING AN EFFECTIVE EDUCATIONAL PROGRAM; AND SOME THOUGHTS ON FUTURE DEVELOPMENTS. AN 80-ITEM ANNOTATED BIBLIOGRAPHY IS DIVIDED INTO THE FOLLOWING SECTIONS: 1) RESEARCH AND DEVELOPMENT, 2) TEACHER AIDE PROGRAMS, 3) ORIENTATION PROGRAMS, 4) WORKSHOPS AND INSTITUTES, 5) BIBLIOGRAPHIES, AND 6) INDEX TO JOURNALS OF AMERICAN INDIAN EDUCATION. (MBM)

ACCESSION NUMBER: ED045796

PUBLICATION DATE: 70

TITLE: CLUSTER ANALYSIS IN MINORITY GROUP POVERTY STUDIES.

PERSONAL AUTHOR: ROSS, E. LAMAR

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; CAUCASIANS; CLUSTER GROUPING; DEPRESSED AREAS (GEOGRAPHIC); ETHNIC GROUPS; *ETHNIC STUDIES; *LOW INCOME; *NEGROES; POLICY FORMATION; POVERTY PROGRAMS; PROGRAM DEVELOPMENT; RESEARCH METHODOLOGY; RESEARCH UTILIZATION

IDENTIFIER: *MISSISSIPPI

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, SAN DIEGO, CALIF., 1970

THIS PAPER, ONE OF A SERIES WHICH AROSE OUT OF DATA GATHERED ON CHOCTAW INDIANS, NEGROES, AND WHITES IN A LOW INCOME AREA OF MISSISSIPPI, EXPANDS UPON ONE ASPECT OF A RECENTLY COMPLETED ANALYSIS BY THE AUTHOR. IN THE STUDY, AN ATTEMPT WAS MADE TO DISTINGUISH BETWEEN THE CHARACTERISTICS ASSOCIATED WITH INCOME LEVELS AND THOSE RELATED TO ETHNIC GROUP AFFILIATION FOR THE THREE ETHNIC GROUPS. IN THE ANALYSIS, CLUSTERING TECHNIQUES APPLIED TO THE DATA DEMONSTRATED THAT THERE WERE DIFFERENCES AMONG THE GROUPS GREATER THAN WOULD BE EXPECTED IF INCOME LEVEL ALONE WERE THE DETERMINANT. THIS WAS DONE BY CONTROLLING FOR INCOME LEVEL IN ALL ANALYSES. THE DATA VARIABLES WERE PATTERNED BY ETHNIC AFFILIATION RATHER THAN INCOME LEVEL. THIS IS SIGNIFICANT FOR SEVERAL REASONS: (1) IT PROVIDES A MEANS OF VERIFYING FORMALLY PATTERNS WHICH ARE DERIVED FROM TRADITIONAL PARTICIPANT-OBSERVATION TECHNIQUES; (2) IT PROVIDES A WAY OF CRITICALLY ANALYZING HIGH LEVEL ABSTRACTIONS SUCH AS LEWIS' "CULTURE OF POVERTY" CONCEPT; AND, (3) IN TERMS OF GUIDED SOCIAL CHANGE PROGRAMS, IT PROVIDES DATA ON DIFFERENCES WHICH MAY BE OF BENEFIT TO EDUCATORS AND ADMINISTRATORS IN SETTING GUIDELINES FOR PROGRAM IMPLEMENTATION. NOT AVAILABLE IN HARD COPY DUE TO THE SIZE OF THE PRINT AND MARGINAL LEGIBILITY OF PARTS OF THE ORIGINAL DOCUMENT, PARTICULARLY SOME OF THE GRAPHS. (AUTHOR/JM)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED045980

PUBLICATION DATE: 70

TITLE: ENGLISH FOR AMERICAN INDIANS.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *CHILD LANGUAGE; DIALECT STUDIES; DISADVANTAGED YOUTH; INSTRUCTIONAL MATERIALS; *LANGUAGE INSTRUCTION; NAVAHO; SECOND LANGUAGE LEARNING; SPANISH SPEAKING

IDENTIFIER: SHOSHONI

DESCRIPTIVE NOTE: 96P.; A NEWSLETTER OF THE OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR

THE PRESENT ISSUE OF "ENGLISH FOR AMERICAN INDIANS" FOLLOWS THE FORMAT AND APPROACH OF THE SPRING 1970 ISSUE. (SEE ED 040 396.) IN THE LEAD ARTICLE, EVELYN HATCH SURVEYS SOME OF THE RESEARCH IN FIRST LANGUAGE ACQUISITION AND POINTS OUT ITS IMPLICATIONS FOR SECOND LANGUAGE TEACHING. HER MAIN THESIS IS THAT WITH THE BEST OF INTENTIONS, TEACHERS OFTEN INSIST THAT CHILDREN IN ENGLISH-AS-A-SECOND-LANGUAGE CLASSES ACHIEVE A MASTERY OF CERTAIN STRUCTURES THAT IS BEYOND THE MASTERY ACHIEVED BY "ADVANTAGED" MIDDLE CLASS CHILDREN WHO SPEAK ENGLISH NATIVELY. FOLLOWING HER ARTICLE, SHE REVIEWS THREE NEW BOOKS ON CHILD LANGUAGE. BILINGUALISM IS THE SUBJECT OF MOST OF THE ITEMS INCLUDED IN "INFORMATION EXCHANGE," WHICH DESCRIBES IMPORTANT SURVEYS OF THE FIELD, DISCUSSES THE NEED FOR BILINGUAL PROGRAMS AND PRESENTS A DEFINITION OF THEIR STRUCTURE, AND REPORTS ON INDIVIDUAL PROGRAMS FOR AMERICAN INDIAN CHILDREN. A SPECIAL SECTION OF "INFORMATION EXCHANGE" DEALS WITH THE AMERICAN INDIAN LANGUAGES THEMSELVES, WITH MAPS, LISTS OF THE MOST WIDELY SPOKEN INDIAN LANGUAGES AND SUMMER INSTITUTE OF LINGUISTICS LINGUISTS WORKING ON THEM, AND A BRIEF REPORT OF A STUDY OF SOCIAL FACTORS INVOLVED IN SHOSHONI DIALECT VARIATION. TWO SETS OF MATERIALS ARE WORKED ON: THE CITE MATERIALS FOR NAVAJO CHILDREN, AND THE MICHIGAN MIGRANT WORKERS COUNCIL MATERIALS FOR SPANISH-SPEAKING CHILDREN. (AMM)

ACCESSION NUMBER: ED045983

PUBLICATION DATE: 67

TITLE: STUDIES IN SOUTHWESTERN ETHNOLINGUISTICS; MEANING AND HISTORY IN THE LANGUAGES OF THE AMERICAN SOUTHWEST.

PERSONAL AUTHOR: HYMES, DELL H., ED.; BITTLE, WILLIAM E., ED.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; CLASSIFICATION; CONTRASTIVE LINGUISTICS; CULTURAL BACKGROUND; DIACHRONIC LINGUISTICS; *ETHNIC STUDIES; *ETHNOLOGY; HISTORY; PSYCHOLINGUISTICS; SEMANTICS

IDENTIFIER: *ETHNOLINGUISTICS

DESCRIPTIVE NOTE: 464P.; STUDIES IN GENERAL ANTHROPOLOGY, III.

THE PRESENT FESTSCHRIFT HONORING HARRY HOIJER IS PREFACED BY THE EDITOR, DELL HYMES, AND INTRODUCED BY STANLEY NEWMAN. PAPERS ARE GROUPED ACCORDING TO THE FOLLOWING CONTENT AREAS AND AUTHORS: (1) "MEANING IN CULTURAL FORMS": D.F. ABERLE, F. EGGAN, R.A. BLACK, AND D.L. OLMSTED; (2) "MEANING IN LEXICAL SYSTEMS": S. ERVIN-TRIPP, H. LANDAR, O. WERNER, H.B. CASAGRANDE, AND K. HALE; (3) "MEANING IN GRAMMATICAL CATEGORIES": M. MATHIOT, W.H. JACOBSEN, JR., AND D. HYMES; (4) "HISTORY IN CLASSIFICATIONS": M. SWADESH, M.R. HAAS, AND R.C. TROIKE; (5) "HISTORY IN HISTORIES AND RECONSTRUCTIONS": G.L. TRAGER, W. BRIGHT, J. HILL, W. WINTER, AND A.K. ROMNEY; (6) "HISTORY IN ACCULTURATION AND AREA": E.P. DOZIER, C.F. AND F.M. VOEGELIN, AND N.W. SCHUTZ, JR. APPENDED ARE A BIBLIOGRAPHY OF THE SOUTHWEST PROJECT IN COMPARATIVE PSYCHOLINGUISTICS; INDEXES OF LANGUAGE AND PEOPLES, PERSONS, AND PARTICIPANTS IN THIS VOLUME; AND MAPS OF THE INDIANS OF THE AREA AND ABORIGINAL ETHNOLINGUISTIC GROUPS. LANGUAGES TREATED INCLUDE NAVAHO, HOPI, TEQUISLATEC, PAPAGO, HOKAN-COAHUILTECAN, TONKAWA, TANOA, CUPENO, PAIPAI, AND YUMAN. (AMM)

AVAILABILITY: HUMANITIES PRESS, INC., 303 PARK AVENUE SOUTH, NEW YORK, N.Y. 10010

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED046055

PUBLICATION DATE: JUN 70

TITLE: MORE PEOPLE WITHOUT JOBS: THE CASE OF REMOTE ALASKAN SETTLEMENTS. FINAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; *EDUCATIONAL BACKGROUND; *EMPLOYMENT PATTERNS; INDIGENOUS PERSONNEL; *JOB MARKET; RESEARCH; SOCIOCULTURAL PATTERNS; *UNEMPLOYMENT

IDENTIFIER: ALASKA

DESCRIPTIVE NOTE: 59P.

WHILE INDIVIDUALS FROM OUTSIDE ALASKA ARE RECRUITED AT PREMIUM PAY, ATTRACTED WITH VARIOUS MONETARY INCENTIVES, THE ALASKA NATIVE EXPERIENCES AN EXTREMELY HIGH RATE OF POPULATION INCREASE WHICH CONSTITUTES A VIRTUALLY WASTED LABOR RESERVOIR. THIS STUDY IS INTENDED AS A BENCHMARK APPROACH AGAINST WHICH THE RATE OF PROGRESS OF THE ALASKA NATIVE MIGHT BE MEASURED AND EVALUATED AS HE IS INVOLVED IN THE DEVELOPMENT OF ALASKA. DISCUSSED ARE: (1) RISING TRENDS IN POPULATION; (2) CHANGE IN LIVING PATTERNS FROM NOMADIC TO SEDENTARY; (3) UNEVEN ECONOMIC PATTERNS; (4) CULTURAL AND EDUCATIONAL ATTITUDES; AND (5) LAND USES AND POTENTIALITIES. IT IS ANTICIPATED THAT THIS STUDY WILL PROVIDE A BASIS FOR FURTHER WORK AND THAT THE MATERIAL WILL BE AVAILABLE FOR COMPARISON WITH INFORMATION FROM THE 1970 CENSUS. (AUTHOR/CJ)

ACCESSION NUMBER: ED046141

PUBLICATION DATE: AUG 70

TITLE: PROJECT IN/SLIP (INTERMOUNTAIN SCHOOL LEARNER IDENTIFICATION PROGRAM). FINAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURALLY DISADVANTAGED; *EVALUATION; *EXCEPTIONAL CHILD RESEARCH; *IDENTIFICATION; JUNIOR HIGH SCHOOL STUDENTS; NAVAHO; PSYCHOLOGICAL TESTS; TEST VALIDITY

IDENTIFIER: PROJECT IN SLIP

DESCRIPTIVE NOTE: 40P.

APPROXIMATELY 300 NINTH GRADE NAVAJO BOYS AND GIRLS ATTENDING INTERMOUNTAIN SCHOOL FOR THE FIRST TIME OR RETURNING AFTER A LENGTHY ABSENCE PARTICIPATED IN TWO PROJECTS OF PSYCHOLOGICAL EVALUATIONS AND VISION, SPEECH, AND HEARING EVALUATIONS. ANALYSIS OF THE PSYCHOLOGICAL TESTING (INVOLVING ACHIEVEMENT, APTITUDE, AND SELF CONCEPT MEASUREMENTS) REVEALED THAT 50% OF THE STUDENTS FELL IN THE LOWEST QUARTILE OF NORMS FOR BEGINNING SEVENTH GRADE STUDENTS, THAT THE TENNESSEE SELF CONCEPT SCALE PROVED UNRELIABLE, AND THAT THE CATTELL CULTURE FAIR TEST APPEARED TO BE THE MOST VALID APTITUDE MEASUREMENT FOR THE GROUP. RESULTS OF THE SENSORY EVALUATIONS (INCLUDING TESTS OF ARTICULATION, AUDIOMETRY, VISION SCREENING, AND THE PEABODY PICTURE VOCABULARY TEST) ALSO INDICATED THAT THE SUBJECTS SCORED BELOW THE AVAILABLE NORMATIVE DATA IN EVERY AREA. (RD)

ACCESSION NUMBER: ED046508

PUBLICATION DATE: 70

TITLE: NUTRITION SURVEY OF WHITE MOUNTAIN APACHE PRESCHOOL CHILDREN.

PERSONAL AUTHOR: OWEN, GEORGE M.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; APACHE; BODY HEIGHT; BODY WEIGHT; *LOW INCOME GROUPS; MATURATION; NATIONAL SURVEYS; *NUTRITION; PHYSICAL DEVELOPMENT; PHYSICAL EXAMINATIONS; *PHYSICAL HEALTH; *PRESCHOOL CHILDREN; TABLES (DATA)

IDENTIFIER: HEAD START

DESCRIPTIVE NOTE: 22P.

AS PART OF A NATIONAL STUDY OF THE NUTRITION OF PRESCHOOL CHILDREN, DATA WERE COLLECTED ON 201 APACHE CHILDREN, 1 TO 6 YEARS OF AGE, LIVING ON AN INDIAN RESERVATION IN ARIZONA. THIS REPORT REVIEWS PROCEDURES AND CLINICAL FINDINGS, AND GIVES AN ANALYSIS OF GROWTH DATA INCLUDING SKELETAL MATURATION, NUTRIENT INTAKES AND CLINICAL BIOCHEMICAL DATA. IN THE STUDY, HOME INTERVIEWS WERE CONDUCTED AND CHILDREN WERE ALSO EXAMINED CLINICALLY. THE HIGH LEVEL OF VOLUNTARY PARTICIPATION OF FAMILIES REFLECTED GREAT INTEREST IN THE HEALTH STATUS OF THEIR CHILDREN. LIMITED SOCIOECONOMIC INFORMATION WAS OBTAINED ON THE PARTICIPANT FAMILIES BUT, GENERALLY, LIVING CONDITIONS WERE AT THE POVERTY OR NEAR-POVERTY LEVEL. IT IS NOTED THAT 36 OF THE CHILDREN WERE ENROLLED IN HEAD START AND RECEIVED A PORTION OF THEIR FOOD INTAKE THERE. THE PATTERN OF INSUFFICIENT OR INADEQUATE DIETARY INTAKES, GROWTH UNDERACHIEVEMENT AND BIOCHEMICAL EVIDENCE OF NUTRITIONAL RISK SEEN FOR APACHE CHILDREN WAS SIMILAR TO THAT OF CHILDREN LIVING IN POVERTY IN MISSISSIPPI. (NH)

ACCESSION NUMBER: ED046549

PUBLICATION DATE: MAY 70

TITLE: PERCEPTION AND VISUAL MEMORY OF SCHOOL-AGE ESKIMOS AND ATHABASCAN INDIANS IN ALASKAN VILLAGES.

PERSONAL AUTHOR: BLAND, LAUREL L.

DESCRIPTOR: *AMERICAN INDIANS; CAUCASIANS; *CROSS CULTURAL STUDIES; CULTURAL DIFFERENCES; *EDUCATIONAL RESEARCH; ESKIMOS; *ETHNIC GROUPS; LEARNING CHARACTERISTICS; LEARNING DISABILITIES; NEGROES; PERCEPTION; *PSYCHOLOGICAL PATTERNS; RACIAL CHARACTERISTICS; TEST INTERPRETATION; TEST RELIABILITY

IDENTIFIER: *ALASKA

DESCRIPTIVE NOTE: 28P.

THE PURPOSE OF THIS STUDY WAS TO DETERMINE IF ALASKAN NATIVE STUDENTS APPROACH THE CLASSROOM WITH A PATTERN OF LEARNING PROCESSES DIFFERENT FROM THAT OF STUDENTS FROM THE DOMINANT URBAN CAUCASIAN CULTURE. POPULATION SAMPLES WERE EXTRACTED ON THE BASIS OF 1,736 TESTS ADMINISTERED TO INDIVIDUALS, AGED 8 THROUGH 47 YEARS, RESIDING IN ALASKA. SPECIFIC DATA TREATED IN THE STUDY WERE FROM STUDENTS (AGED 9-16 YEARS) IN 8 SCHOOLS REPRESENTING 4 ETHNIC GROUPS: CAUCASIAN, NEGRO, ESKIMO (INUPIK), AND INDIAN (ATHABASCAN). TWO HYPOTHESES WERE TESTED: (1) THAT ALASKAN NATIVES (ESKIMOS, ALEUTS, AND INDIANS) POSSESS GREATER ABILITY THAN THE DOMINANT CAUCASIAN CULTURE TO PERFORM TASKS ASSOCIATED WITH PERCEPTION AND VISUAL MEMORY AND THIS GREATER SKILL CAN BE MEASURED AND INTERPRETED FOR APPLICATION TO ENHANCE FORMAL LEARNING OF STUDENTS AND (2) THAT THE "SQUIGGLE TEST" CAN BE ADMINISTERED SUCCESSFULLY IN THE GROUP OR CLASSROOM SETTING FOR THE PURPOSE OF RAPIDLY IDENTIFYING INDIVIDUALS WITH SUBTLE IMPAIRMENTS TO LEARNING WHICH MAY OTHERWISE REMAIN UNDETECTED AND UNTREATED. SUPPORT WAS OBTAINED FOR BOTH HYPOTHESES TESTED. INCLUDED IN THE DOCUMENT ARE CONCLUSIONS, RECOMMENDATIONS FOR FURTHER RESEARCH, A COPY OF THE SQUIGGLE TEST, AND STATISTICAL TABLES. (EJ)

ACCESSION NUMBER: ED046550

PUBLICATION DATE: NOV 69

TITLE: A BIBLIOGRAPHY RELATIVE TO INDIANS OF THE STATE OF LOUISIANA. ANTHROPOLOGICAL STUDY NO. 4.

PERSONAL AUTHOR: NEUMAN, ROBERT W.; SIMMONS, LANIER A.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *ANTHROPOLOGY; *ARCHAEOLOGY; *CULTURAL BACKGROUND; EDUCATION; LANGUAGE; RACE INFLUENCES

IDENTIFIER: *LOUISIANA

DESCRIPTIVE NOTE: 78P.

THE BIBLIOGRAPHY WAS COMPILED TO PROVIDE INFORMATION REGARDING THE INDIANS WHO ONCE INHABITED THE STATE OF LOUISIANA AND THEIR CONTRIBUTIONS AND INFLUENCES UPON THE HISTORICAL DEVELOPMENT OF THE STATE. THERE ARE 456 ENTRIES IN THE DOCUMENT, MOST OF WHICH ARE ANNOTATED. THE PUBLISHED AND MANUSCRIPT REFERENCES DATE FROM 1720 TO 1969, AND RELATE TO PREHISTORIC TIMES, AS WELL AS TO THE HISTORIC RECORD. (AN)

ACCESSION NUMBER: ED046551

PUBLICATION DATE: MAY 67

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF INDIAN TRIBES OF NORTH AMERICA. PART I: THE SIOUX TRIBES OF SOUTH DAKOTA. OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY, ETHNOLOGY SERIES, NO. 1.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *SIOUX INDIANS

DESCRIPTIVE NOTE: 132P.

TO FACILITATE THE STUDY AND UNDERSTANDING OF PRESENT-DAY INDIAN TRIBAL ORGANIZATION AND GOVERNMENTAL PROCEDURES, THE MUSEUM OF ANTHROPOLOGY OF THE UNIVERSITY OF NORTHERN COLORADO (FORMERLY KNOWN AS COLORADO STATE COLLEGE) HAS ASSEMBLED A LARGE NUMBER OF INDIAN TRIBAL CHARTERS, CONSTITUTIONS, AND BY-LAWS TO BE REPRODUCED AS A SERIES OF PUBLICATIONS. INCLUDED IN THIS VOLUME ARE THE INDIAN REORGANIZATION ACT OF JUNE 18, 1934; CORPORATE CHARTERS OF THE LOWER BRULE AND ROSEBUD SIOUX TRIBES OF SOUTH DAKOTA; CONSTITUTIONS AND BY-LAWS OF THE CHEYENNE RIVER, CROW CREEK, LOWER BRULE, OGLALA, ROSEBUD, AND SISSETON-WAHPETON SIOUX TRIBES OF SOUTH DAKOTA; THE CONSTITUTION OF THE STANDING ROCK SIOUX TRIBE OF NORTH DAKOTA AND SOUTH DAKOTA; AND THE AMENDED CONSTITUTION OF BY-LAWS OF THE YANKTON SIOUX TRIBAL BUSINESS AND CLAIMS COMMITTEE, SOUTH DAKOTA. (JH)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046552

PUBLICATION DATE: AUG 67

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA. PART II: THE INDIAN TRIBES OF WISCONSIN (GREAT LAKES AGENCY). OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY, ETHNOLOGY SERIES, NO. 2.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *WISCONSIN

DESCRIPTIVE NOTE: 129P.

PART II OF A SERIES OF PUBLICATIONS CONSISTING OF AMERICAN INDIAN TRIBAL GOVERNMENTAL DOCUMENTS, THIS VOLUME INCLUDES CHARTERS, CONSTITUTIONS, AND BY-LAWS OF INDIAN TRIBES OF WISCONSIN (GREAT LAKES AGENCY). DOCUMENTS ARE INCLUDED RELATIVE TO THE BAD RIVER, LAC COURTE ORFILLES, LAC DU FLAMBEAU, AND THE RED CLIFF BANDS OF LAKE SUPERIOR CHIPPEWA INDIANS; THE ST. CROIX BAND OF CHIPPEWA INDIANS; THE SOKAOGON CHIPPEWA, FOREST COUNTY POTAWATOMI, AND STOCKBRIDGE MUNSEE COMMUNITIES; AND THE ONEIDA, MENOMINEE, AND WINNEBAGO TRIBES IN WISCONSIN. (JH)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046553

PUBLICATION DATE: OCT 67

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA; PART III: THE SOUTHWEST (APACHE--MOHAVE). OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY ETHNOLOGY SERIES NO. 4.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 124P.

THE MUSEUM OF ANTHROPOLOGY OF THE UNIVERSITY OF NORTHERN COLORADO (FORMERLY KNOWN AS COLORADO STATE COLLEGE) HAS ASSEMBLED A LARGE NUMBER OF INDIAN TRIBAL CHARTERS, CONSTITUTIONS, AND BY-LAWS TO BE REPRODUCED AS A SERIES OF PUBLICATIONS. INCLUDED IN THIS VOLUME ARE THE AMENDED CHARTER AND CONSTITUTION OF THE JICARILLA APACHE TRIBE, DULCE, NEW MEXICO; THE AMENDED CHARTER AND REVISED CONSTITUTION OF THE MESCALERO APACHE TRIBE OF THE MESCALERO RESERVATION, NEW MEXICO; THE AMENDED CORPORATE CHARTER, AMENDED CONSTITUTION, AND BY-LAWS OF THE SAN CARLOS APACHE TRIBE OF ARIZONA; THE AMENDED CONSTITUTION AND BY-LAWS OF THE WHITE MOUNTAIN APACHE TRIBE OF THE FORT APACHE INDIAN RESERVATION, ARIZONA; THE CONSTITUTION OF THE COCOPAH TRIBE, SOMERTON, ARIZONA; THE CORPORATE CHARTER, CONSTITUTION, AND BY-LAWS OF THE HAVASUPAI TRIBE OF THE HAVASUPAI RESERVATION, ARIZONA; THE CONSTITUTION AND BY-LAWS OF THE HOPI TRIBE OF ARIZONA; THE AMENDED CORPORATE CHARTER, AMENDED CONSTITUTION, AND BY-LAWS OF THE HUALAPAI TRIBE OF THE HUALAPAI RESERVATION, ARIZONA; THE CORPORATE CHARTER, CONSTITUTION, AND BY-LAWS OF THE FORT MCDOWELL MOHAVE-APACHE COMMUNITY OF ARIZONA; AND THE CONSTITUTION AND BY-LAWS OF THE FORT MOJAVE TRIBE OF THE FORT MOJAVE RESERVATION OF ARIZONA, NEVADA, AND CALIFORNIA. THE DOCUMENT CONTAINS 2 MAPS OF VARIOUS RESERVATIONS. (AL)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046554

PUBLICATION DATE: DEC 67

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA; PART IV: THE SOUTHWEST (NAVAJO--ZUNI). OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY ETHNOLOGY SERIES NO. 5.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 125P.

PART IV OF A SERIES OF PUBLICATIONS CONSISTING OF AMERICAN INDIAN TRIBAL GOVERNMENTAL DOCUMENTS, THIS VOLUME INCLUDES CHARTERS, CONSTITUTIONS, ARTICLES OF ASSOCIATION, AND BY-LAWS OF INDIAN TRIBES OF NEW MEXICO AND ARIZONA. DOCUMENTS ARE INCLUDED RELATIVE TO THE NAVAJO TRIBE OF ARIZONA AND NEW MEXICO; THE EASTERN NAVAJO COUNCIL--NEW MEXICO; THE PAPAGO TRIBE OF ARIZONA; THE ALL INDIAN PUEBLO COUNCIL OF NEW MEXICO; THE ISLETA PUEBLO, PUEBLO OF LAGUNA, PUEBLO OF SANTA CLARA, AND PUEBLO OF ZUNI; THE AK CHIN (PAPAGO), SALT RIVER PIMA-MARICOPA, YAVAPAI-APACHE, AND THE YAVAPAI-PRESCOTT INDIAN COMMUNITIES; AND THE KAIBAB BAND OF PAIUTE INDIANS OF ARIZONA. (LS)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046555

PUBLICATION DATE: MAR 68

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA, PART V: THE INDIAN TRIBES OF OKLAHOMA (ALABAMA-QUASSARTE TO THE OSAGE) .

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *OKLAHOMA

DESCRIPTIVE NOTE: 118P.; OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY ETHNOLOGY SERIES NO. 6

AS PART V OF A SERIES OF PUBLICATIONS OF AMERICAN INDIAN TRIBAL GOVERNMENTAL DOCUMENTS, THIS VOLUME CONTAINS CHARTERS, RESOLUTIONS, CONSTITUTIONS, AND BY-LAWS OF SOME OF THE INDIAN TRIBES IN OKLAHOMA. TWENTY SUCH DOCUMENTS ARE PRESENTED, REPRESENTING THE FOLLOWING INDIAN GROUPS: ALABAMA-QUASSARTE, CADDO, CHEROKEE NATION AND UNITED KEETOOWAH, CHEYENNE-ARAPAHO, COMANCHE, DELAWARE, IOWA, KAW, KIALEGEE, KICKAPOO, MIAMI, AND OSAGE. TEN TRIBES ARE LISTED AS NOT HAVING DEVELOPED THEIR CONSTITUTIONS AT THE TIME OF THIS WRITING. PRESENTED IN THE INITIAL SECTION OF THE PUBLICATION IS THE OKLAHOMA INDIAN WELFARE ACT, WHICH AUTHORIZED FORMATION OF SELF-GOVERNING BODIES BY THE INDIAN TRIBES. AS NOTED, THE ACT WAS ALSO INTENDED TO PROMOTE THE GENERAL WELFARE OF OKLAHOMA'S INDIANS AND ACKNOWLEDGES THE CONTINUED RESPONSIBILITY FOR GUARDIANSHIP AND CONTINUANCE OF THE POLICY OF THE GOVERNMENT TO ESTABLISH JUSTICE FOR, AND TO PROMOTE GENERAL WELFARE OF, INDIANS OF THE UNITED STATES. PROVIDED UNDER THE WELFARE ACT ARE SECTIONS OF THE STATUTES WHEREUNDER ALL INDIANS MAY BE ACCORDED ALL RIGHTS, OPPORTUNITIES, AND PRIVILEGES. A MAP SHOWS LOCATIONS OF OKLAHOMA INDIAN TRIBES. (EL)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046556

PUBLICATION DATE: MAY 68

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA, PART VI: THE INDIAN TRIBES OF OKLAHOMA (OTTAWA-WYANDOTTE) .

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *OKLAHOMA

DESCRIPTIVE NOTE: 133P.; OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY ETHNOLOGY SERIES NO. 7

AS PART VI OF A SERIES OF PUBLICATIONS OF AMERICAN INDIAN TRIBAL GOVERNMENTAL DOCUMENTS, THIS VOLUME CONTAINS CHARTERS, RESOLUTIONS, CONSTITUTIONS, AND BY-LAWS OF SOME OF THE INDIAN TRIBES OF OKLAHOMA. TWENTY-TWO SUCH DOCUMENTS ARE INCLUDED, REPRESENTING THE FOLLOWING TRIBES: OTTAWA, PAWNEE, PEORIA, PONCA, POTAWATOMI, SAC AND FOX, SEMINOLE, SENECA-CAYUGA, SHAWNEE, THLOPTHLOCCO, TONKAWA, WICHITA, AND WYANDOTTE. (EL)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046557

PUBLICATION DATE: JUN 70

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA, PART VII: THE INDIAN TRIBES OF CALIFORNIA.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 123P.; OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY ETHNOLOGY SERIES NO. 8

THE PUBLICATION, PART VII OF A SERIES, INCLUDES THE CHARTERS, CONSTITUTIONS, ARTICLES OF ASSOCIATION OR COMMUNITY ORGANIZATION, AND BY-LAWS OF CALIFORNIA INDIANS ON 16 RESERVATIONS AND RANCHERIAS. LEGAL DOCUMENTS FROM THE FOLLOWING GROUPS ARE PROVIDED: HOOPA, ME-WUK, AND PAIUTE INDIANS; THE AGUA CALIENTE BAND OF MISSION INDIANS; THE MISSION CREEK BAND; BIG VALLEY, KASHIA, AND UPPER LAKE POMO INDIANS; THE QUECHAN AND WASHOE TRIBES; AND INDIANS FROM THE SANTA ROSA COMMUNITY AND THE SUSANVILLE AND TRINIDAD RANCHERIAS. ANTHROPOLOGISTS HAVE DIVIDED CALIFORNIA INDIANS INTO 21 LINGUISTIC GROUPS, MOST OF WHICH ARE TOO SMALL TO CLASSIFY AS TRIBES. THE LOCATION OF INDIANS ON RESERVATIONS IS BY BANDS OR GROUPS RATHER THAN BY LINGUISTIC OR TRIBAL DESIGNATION. ALSO INCLUDED IN THE DOCUMENT ARE THE RANCHERIA AND RESERVATION ACT OF PUBLIC LAW 85-671 AND A BRIEF DESCRIPTION OF THE SOCIOECONOMIC BACKGROUND OF CALIFORNIA INDIANS. (EJ)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046558

PUBLICATION DATE: OCT 70

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA, PART IX: THE NORTHWEST, AND ALASKA.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *NORTHWEST

DESCRIPTIVE NOTE: 126P.; OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY ETHNOLOGY SERIES NO. 10

PART OF A SERIES OF PUBLICATIONS CONSISTING OF AMERICAN INDIAN TRIBAL GOVERNMENTAL DOCUMENTS, THIS VOLUME INCLUDES CHARTERS, CONSTITUTIONS, AND BY-LAWS OF INDIAN TRIBES IN THE NORTHWESTERN UNITED STATES. DOCUMENTS ARE INCLUDED RELATIVE TO THE CONFEDERATED TRIBES OF THE CHEHALIS RESERVATION, THE CONFEDERATED TRIBES OF THE COLVILLE RESERVATION, THE KALISPEL INDIAN COMMUNITY, THE LUMMI, MAKAH, QUILEUTE, SKOKOMISH, SPOKANE, AND TULALIP TRIBES--ALL IN THE STATE OF WASHINGTON--AND THE CONFEDERATED TRIBES OF THE WARM SPRINGS RESERVATION IN THE STATE OF OREGON. (JH)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED046568

PUBLICATION DATE: 70

TITLE: A STUDY OF SELECTED FACTORS ASSOCIATED WITH PARTICIPATION IN THE BUREAU OF INDIAN AFFAIRS EMPLOYMENT ASSISTANCE PROGRAM ON A DAKOTA INDIAN RESERVATION IN THE NORTHERN GREAT PLAINS.

PERSONAL AUTHOR: FAAS, DANIEL GREGORY

DESCRIPTOR: *AMERICAN INDIANS; DEMOGRAPHY; EMPLOYMENT PROGRAMS; *EMPLOYMENT SERVICES; LOW INCOME GROUPS; *MASTERS THESES; *PARTICIPANT CHARACTERISTICS; *SOCIOECONOMIC INFLUENCES; UNEMPLOYMENT; VOCATIONAL EDUCATION

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 152P.; MASTERS THESIS SUBMITTED TO SOUTH DAKOTA STATE UNIVERSITY, BROOKINGS

THE CENTRAL PROBLEM UNDER ANALYSIS IN THIS 1970 THESIS RELATES TO (1) CHARACTERISTICS WHICH TEND TO BE ASSOCIATED WITH PARTICIPANTS IN THE EMPLOYMENT ASSISTANCE PROGRAM SPONSORED BY THE BUREAU OF INDIAN AFFAIRS (BIA) AND (2) WHAT INFLUENCES PARTICIPATION MIGHT HAVE ON CERTAIN SOCIOECONOMIC VARIABLES: ATTITUDE TOWARD EARNING A LIVING, ATTITUDE TOWARD THE BIA EMPLOYMENT ASSISTANCE PROGRAM, PERCENTAGE OF TIME EMPLOYED, MONTHLY EARNED GROSS INCOME, AND PRESENT EMPLOYMENT STATUS. FACTORS CONSIDERED WERE AGE, GENDER, BLOOD QUANTUM, EDUCATION, MARITAL STATUS, NUMBER OF DEPENDENTS, AND RELIGIOUS AFFILIATION. DATA WERE COLLECTED FROM 48 PARTICIPANTS IN THE BIA PROGRAM THROUGH INTERVIEW SCHEDULES AND CASE RECORDS FROM THE STANDING ROCK RESERVATION. COMPOSITE DESCRIPTIONS OF 3 TYPES OF PARTICIPANTS WERE OBTAINED: THE PARTICIPANT MOST LIKELY TO HAVE CHOSEN ADULT VOCATIONAL TRAINING OR DIRECT EMPLOYMENT SERVICES AND THE PARTICIPANT MOST LIKELY TO HAVE COMPLETED OR FAILED TO COMPLETE PROGRAM SERVICES. IT WAS ALSO DETERMINED THAT A SIGNIFICANT DIFFERENCE EXISTED BETWEEN LENGTH OF SERVICE-PLACEMENT AND SERVICE-TERMINATION OF PARTICIPANTS AND THEIR MONTHLY EARNED GROSS INCOME. LIMITATIONS TO THE STUDY INCLUDED NONRANDOM SELECTION OF RESPONDENTS, SMALL SAMPLE SIZE, AND UNAVAILABILITY OF MANY OF THE 93 POTENTIAL RESPONDENTS. (AN)

AVAILABILITY: INTER-LIBRARY FROM THE LIBRARY AT SOUTH DAKOTA STATE UNIVERSITY, BROOKINGS

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED046569

PUBLICATION DATE: 70

TITLE: STATISTICS CONCERNING INDIAN EDUCATION: FISCAL YEAR 1970.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE; BOARDING SCHOOLS; DORMITORIES; *EDUCATION; *ENROLLMENT; FACILITIES; FEDERAL PROGRAMS; HIGH SCHOOL GRADUATES; PRIVATE SCHOOLS; PUBLIC SCHOOLS; *STATISTICAL DATA; STUDENT DISTRIBUTION; TRIBES

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 42P.

STATISTICS CONCERNING INDIAN EDUCATION ARE PUBLISHED ANNUALLY BY THE BUREAU OF INDIAN AFFAIRS (BIA) AND ARE MADE AVAILABLE FOLLOWING THE CLOSE OF THE SCHOOL TERM WHICH THE STATISTICS COVER. IN THIS ANNUAL REPORT FOR 1970, AFTER A BRIEF HISTORICAL ACCOUNT OF THE BIA ROLE IN INDIAN EDUCATION, 28 PAGES OF STATISTICS ARE GIVEN ON ENROLLMENT AND AVERAGE DAILY ATTENDANCE IN BOARDING, DAY, AND HOSPITAL SCHOOLS; COMPLETIONS AND GRADUATES BY AREA; ENROLLMENT BY DEGREE OF INDIAN BLOOD AND BY TRIBE; SCHOOL CONSTRUCTION; FEDERAL PROJECTS WHICH BENEFITED INDIAN CHILDREN; AND THE 1970 SUMMER PROGRAM. A FACT SHEET ON SCHOOLS OPERATED BY THE BIA IS ALSO PROVIDED. AS POINTED OUT IN THE DOCUMENT, THE BIA HAD DIRECT RESPONSIBILITY FOR 56,238 INDIAN CHILDREN ENROLLED IN FEDERAL SCHOOLS AND HOUSED IN FEDERAL DORMITORIES AND HAD PARTIAL FINANCIAL RESPONSIBILITY FOR APPROXIMATELY TWO-THIRDS OF THOSE ENROLLED IN PUBLIC SCHOOLS DURING 1970. STATISTICS SHOW THAT THERE WERE 185,587 INDIAN STUDENTS 5 TO 18 YEARS OF AGE ENROLLED IN FEDERAL, PRIVATE, AND MISSION SCHOOLS DURING 1970. (EL)

ACCESSION NUMBER: ED046577

PUBLICATION DATE: 70

TITLE: AMERICAN INDIAN ATTITUDES TOWARD EDUCATION IN SELECT AREAS OF SOUTH DAKOTA.

PERSONAL AUTHOR: JUST, GLEN ARTHUR

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COLLEGE ATTENDANCE; *CULTURAL ISOLATION; *CULTURE CONFLICT; *EDUCATIONAL ATTITUDES; HIGHER EDUCATION; *LOW INCOME; SELF CONCEPT; SEX DIFFERENCES; STATISTICAL ANALYSIS

DESCRIPTIVE NOTE: 129P.; MASTER'S THESIS SUBMITTED TO SOUTH DAKOTA STATE UNIVERSITY, VERMILLION

TWO SELF-DEFEATING ASSUMPTIONS REPRESENT RECURRENT THEMES IN THE LITERATURE OF AMERICAN INDIAN EDUCATION. ONE ASSUMPTION EXPLAINS INDIAN EDUCATIONAL UNDERACHIEVEMENT AS STEMMING FROM VALUE CONFLICTS WITH THE DOMINANT CULTURE; THE SECOND EXPLAINS UNDERACHIEVEMENT ON THE BASIS OF POVERTY AND ISOLATION. THE TWO ASSUMPTIONS IMPLY THAT THE INDIAN LACKS MOTIVATION, THAT HIS CULTURAL ORIENTATION PREVENTS HIM FROM ACHIEVING EDUCATIONALLY, AND/OR THAT WIDESPREAD POVERTY--WITH ITS RESULTANT SOCIAL AND PHYSICAL ISOLATION--INTENSIFIES THE FIRST TWO CONDITIONS. THE PRESENT STUDY FOUND AN INVERSE RELATIONSHIP BETWEEN FAVORABLE ATTITUDES TOWARD EDUCATION AND INDIAN CULTURAL IDENTIFICATION. A LARGE MAJORITY OF THE 46 INDIANS WHO WERE GIVEN THE STUDY QUESTIONNAIRE WERE POSITIVELY PREDISPOSED TO CONTINUE THEIR EDUCATION AT THE COLLEGE LEVEL. THE SAMPLE WAS COMPOSED OF 16 FULL-TIME COLLEGE STUDENTS, 13 PART-TIME COLLEGE STUDENTS, AND 17 COLLEGE-ELIGIBLE HIGH SCHOOL GRADUATES WHO HAD NEVER ENROLLED IN COLLEGE. THE STUDY FOUND THAT CONDITIONS OF LIMITED INCOME DID AFFECT EDUCATIONAL ADVANCEMENT. LACK OF MOTIVATION TO PURSUE COLLEGE PROGRAMS WAS NOT FOUND. INCREASED EDUCATION WAS FOUND TO BE POSITIVELY ASSOCIATED WITH INCREASED IDENTIFICATION AND/OR ACCEPTANCE OF THE WHITE CULTURE. (JH)

AVAILABILITY: INTER-LIBRARY LOAN FROM THE LIBRARY AT SOUTH DAKOTA STATE UNIVERSITY, VERMILLION

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED046591

PUBLICATION DATE: 67

TITLE: IN-SERVICE EDUCATION SERIES AND CONSULTANT SERVICES. FINAL REPORT.

PERSONAL AUTHOR: DEMEKE, HOWARD J., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ART; AUDIOVISUAL INSTRUCTION; BILINGUALISM; *CURRICULUM DEVELOPMENT; ELEMENTARY SCHOOL SCIENCE; *EVALUATION; *FEDERAL PROGRAMS; *INSERVICE TEACHER EDUCATION; LANGUAGE ARTS; MODERN MATHEMATICS; OBJECTIVES; SECONDARY EDUCATION; SOCIAL STUDIES

IDENTIFIER: *PIMA MARICOPA RESERVATION

DESCRIPTIVE NOTE: 47P.

UTILIZING FUNDS FROM THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, REPRESENTATIVES OF THE PIMA AGENCY, EDUCATION BRANCH, REQUESTED THE ASSISTANCE OF THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, IN THE DEVELOPMENT AND PRESENTATION OF A PROGRAM OF PROFESSIONAL IN-SERVICE EDUCATION TO ENRICH AND SUPPLEMENT THE EDUCATIONAL PROGRAM BEING PROVIDED TO ELEMENTARY AND SECONDARY SCHOOL CHILDREN ON THE GILA RIVER PIMA-MARICOPA RESERVATION. THE PROGRAM CONSISTED PRIMARILY OF A SERIES OF TEACHER WORKSHOPS, SPECIAL CONSULTANTS' ASSISTANCE TO THE INDIAN COMMUNITY, AND ESCORTED TEACHER VISITATIONS TO EXEMPLARY SCHOOLS. FOR EACH OF THE 9 IN-SERVICE PROGRAM EVENTS WHICH TOOK PLACE FROM MARCH THROUGH MAY OF 1967, THE FOLLOWING INFORMATION IS INCLUDED: A STATEMENT OF GOALS, OUTCOMES DESIRED, A BRIEF DESCRIPTION OF THE PROGRAM, AND A BRIEF STATEMENT OF THE DEGREE OF SUCCESS ATTAINED. (LS)

AVAILABILITY: BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA (NO CHARGE)

ACCESSION NUMBER: ED046594

PUBLICATION DATE: 69

TITLE: THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION; AN OVERVIEW OF THE HISTORY AND PURPOSE OF AN EDUCATIONAL SERVICE CENTER FOR TEACHERS OF MIGRANT AND INDIAN CHILDREN IN THE STATE OF WASHINGTON.

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; CURRICULUM; INSERVICE PROGRAMS; LANGUAGE; *MEXICAN AMERICANS; *MIGRANT CHILDREN; RESOURCES; SCHOOLS; SEASONAL EMPLOYMENT; SELF ESTEEM; *SERVICES; SUMMER PROGRAMS; *SUPPLEMENTARY EDUCATIONAL CENTERS; TEACHER AIDES

IDENTIFIER: *WASHINGTON STATE

DESCRIPTIVE NOTE: 17P.

THE DOCUMENT PROVIDES AN OVERVIEW OF THE HISTORY AND PURPOSE OF THE EDUCATIONAL SERVICE CENTER FOR TEACHERS OF MIGRANT AND INDIAN CHILDREN IN THE STATE OF WASHINGTON. THE CENTER, A PROJECT OF THE DEPARTMENT OF EDUCATION OF CENTRAL WASHINGTON COLLEGE, IS LOCATED ON AN INDIAN RESERVATION IN THE YAKIMA VALLEY IN THE CENTRAL PART OF THE STATE. THE EXTENSIVE TRUCK FARMING AND FRUIT CROPS IN THE AREA PROVIDE SEASONAL EMPLOYMENT FOR THE MIGRANTS, THUS MAKING AN IDEAL LOCATION FOR THE CENTER. AS STATED, THE PURPOSES OF THE CENTER ARE (1) TO HELP ASSURE CHILDREN OF MIGRANT FARM WORKERS AND AMERICAN INDIANS PRIDE IN THEIR CULTURAL HERITAGE AND (2) TO ASSIST IN THE EDUCATIONAL TRAINING SO VITAL TO THE FUTURE WELL-BEING OF THESE CHILDREN. AMONG THE COMPONENTS OF THE CENTER ARE A MEDIA LIBRARY, A CURRICULUM DEVELOPMENT PROJECT WHEREIN MATERIALS ARE GEARED TO THE CULTURAL AND LANGUAGE NEEDS OF MIGRANT AND INDIAN CHILDREN, AND A PROJECT OF TEACHER AND TEACHER-AIDE TRAINING. A BIBLIOGRAPHY IS APPENDED. (EL)

ACCESSION NUMBER: ED046597

PUBLICATION DATE: MAY 69

TITLE: A SELECTED ANNOTATED BIBLIOGRAPHY OF LOUISIANA INDIAN LANGUAGES.

PERSONAL AUTHOR: HOUGH, DAVID L.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *ANNOTATED BIBLIOGRAPHIES; ANTHROPOLOGY; *EVALUATION; *LITERATURE REVIEWS; *MASTERS THESES; SURVEYS

IDENTIFIER: *LOUISIANA

DESCRIPTIVE NOTE: 146P.; MASTERS THESIS SUBMITTED TO LOUISIANA STATE UNIVERSITY, BATON ROUGE

THE DOCUMENT PRESENTS A SURVEY AND EVALUATION OF THE LITERATURE ON LOUISIANA INDIAN LANGUAGES. THE METHODOLOGY EMPLOYED WAS THE LIBRARY SEARCH. SOURCES WERE PUBLICATIONS OF THE BUREAU OF AMERICAN ETHNOLOGY, ANTHROPOLOGICAL AND LINGUISTIC WORKS, PERTINENT THESES AND DISSERTATIONS, AND OTHER WORKS RELATING TO THE SUBJECT. THE FIRST PART OF THE THESIS IS A REVIEW OF THE LITERATURE WHICH EMPHASIZES THE DEVELOPMENT OF LOUISIANA INDIAN LANGUAGE STUDIES. THE SECOND SECTION CONSISTS OF A SELECTED ANNOTATED BIBLIOGRAPHY OF LOUISIANA INDIAN LANGUAGES. THE THIRD PART OF THE STUDY IS A SUMMARY OF INFORMATION ON THE LOUISIANA INDIAN POPULATION AT THE BEGINNING OF THE HISTORIC PERIOD AND AT PRESENT, AND A SUMMARY OF THE PRESENT STATUS AS TO SPEAKERS OF THE ORIGINAL LOUISIANA INDIAN LANGUAGES. IT WAS FOUND THAT THERE IS A RELATIVELY LARGE NUMBER OF STUDIES OF LOUISIANA INDIAN LANGUAGES DISTRIBUTED THROUGH MANY DIFFERENT SOURCES AND OF WIDELY DIFFERENT CHARACTER. (AUTHOR/EL)

AVAILABILITY: INTER-LIBRARY LOAN FROM THE LIBRARY AT LOUISIANA STATE UNIVERSITY, BATON ROUGE

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED046600

PUBLICATION DATE: DEC 70

TITLE: THE RELIABILITY OF RATING SCALES USED IN ANALYZING INTERVIEWS WITH PARENTS, STUDENTS, TEACHERS, AND COMMUNITY LEADERS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 9, FINAL REPORT.

PERSONAL AUTHOR: HAVIGHURST, ROBERT J.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; COMMUNITY SURVEYS; *COMPARATIVE ANALYSIS; CORRELATION; EDUCATION; INTERVIEWS; *NATIONAL SURVEYS; PARENTS; *RATING SCALES; *RELIABILITY; SCHOOLS; STUDENTS; TEACHERS; VALIDITY

DESCRIPTIVE NOTE: 11P.

AS PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS PAPER REPORTS ON THE RELIABILITY OF RATING SCALES USED IN ANALYZING THE INTERVIEWS CONDUCTED DURING THE STUDY. APPROXIMATELY 4,000 INTERVIEWS, WHICH COVERED "ADEQUATE SAMPLES OF PEOPLE IN THE SCHOOLS AND COMMUNITIES" THAT WERE STUDIED, WERE DEEMED VALID AS A SOURCE OF ACCURATE DATA. THE RATING SCALES DEVISED BY VARIOUS FIELD CENTERS TO ANALYZE THESE INTERVIEWS WERE USED (1) TO EVALUATE A PARTICULAR SCHOOL OR SCHOOL SYSTEM OF A PARTICULAR COMMUNITY, (2) TO COMPARE SCHOOLS AND COMMUNITIES SINGLY AND IN VARIOUS COMBINATIONS, AND (3) TO COMPARE PERCEPTIONS AND ATTITUDES OF PARENTS WITH STUDENTS, PARENTS WITH TEACHERS, TEACHERS WITH STUDENTS, ETC. THE DOCUMENT PROVIDES AN EXPLANATION OF THE COMPONENTS THAT MAKE UP THE RATING SCALES AND THE RESULTS. RELIABILITY OF THE INSTRUMENTS USED AND THE PROCEDURES USED TO STUDY RELIABILITY ARE ALSO DISCUSSED. IT IS CONCLUDED THAT RELIABILITY OF THE RATINGS FROM THE VARIOUS FIELD CENTERS WAS HIGH ENOUGH TO ALLOW FOR COMPARISONS BETWEEN VARIOUS SCHOOLS OR COMMUNITIES AND BETWEEN VARIOUS TYPES OF RESPONDENTS TO THE INTERVIEW. (EL)

ACCESSION NUMBER: ED046601

PUBLICATION DATE: DEC 70

TITLE: THE USE OF INTERVIEWS AND RATING SCALES IN THE STUDY OF INDIAN EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 7, FINAL REPORT.

PERSONAL AUTHOR: HAVIGHURST, ROBERT J.

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; COMMUNITY; EDUCATION; *INTERVIEWS; *NATIONAL SURVEYS; PARENTS; *RATING SCALES; SCHOOLS; STUDENTS; TEACHERS

DESCRIPTIVE NOTE: 18P.

AS PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS STUDY VIEWED THE EDUCATION OF INDIAN CHILDREN AND YOUTH THROUGH THE EYES OF THE PEOPLE MOST INVOLVED IN THE PROCESS: (1) STUDENTS, (2) PARENTS, (3) COMMUNITY LEADERS, AND (4) TEACHERS. AS NOTED, THIS REQUIRED A REPRESENTATIVE SAMPLE OF THE PEOPLE IN EACH OF THE 4 CATEGORIES AND THEIR PERCEPTIONS AND EVALUATIONS OF INDIAN EDUCATION. THE SAMPLE COMMUNITIES STUDIED WERE REPRESENTATIVE OF ALL SOCIOECONOMIC AND GEOGRAPHIC SITUATIONS IN WHICH INDIANS LIVE. IN THE STUDY, WHICH COVERED 28 COMMUNITIES AND 37 SCHOOL SYSTEMS, INFORMATION WAS OBTAINED BY A TEAM OF PEOPLE WHO LIVED AND WORKED IN THE COMMUNITIES FOR SEVERAL WEEKS AND WHO OBSERVED, INTERVIEWED, AND ADMINISTERED QUESTIONNAIRES OR SOCIAL PSYCHOLOGICAL INSTRUMENTS. DATA GATHERED FOR THE STUDY WERE ANALYZED AND INTERPRETED VIA RATING SCALES, WHICH WERE MADE BY LISTING DIMENSIONS COVERED BY THE INTERVIEWS AND THEN CONSTRUCTING A 5- TO 7-POINT SCALE FOR EACH DIMENSION. LISTED IN THE APPENDIX ARE DESCRIPTIVE TITLES OF ALL RATING SCALES FOR THE 4 TYPES OF INTERVIEWS USED IN THE STUDY. (EL)

ACCESSION NUMBER: ED046602

PUBLICATION DATE: 70

TITLE: CURRICULUM FOR AMERICAN INDIAN YOUTH. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 4, FINAL REPORT.

PERSONAL AUTHOR: FUCHS, ESTELLE

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY SUPPORT; *CULTURAL EDUCATION; *CURRICULUM; EDUCATIONAL ENVIRONMENT; EDUCATIONAL HISTORY; *LANGUAGE INSTRUCTION; *NATIONAL SURVEYS; VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 12P.

THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION HAS DOCUMENTED A BROAD CONSENSUS AMONG PARENTS, STUDENTS, TEACHERS, AND INFLUENTIAL PERSONS THAT THE MOST IMPORTANT ROLE OF THE SCHOOLS IS TO PREPARE INDIAN STUDENTS FOR EMPLOYMENT IN THE DOMINANT ECONOMY AND FOR SUCCESSFUL LIVES IN THE SOCIOCULTURAL MAINSTREAM. WITH OCCASIONAL EXCEPTIONS, CURRICULUM FOR INDIAN CHILDREN IN BOTH BUREAU OF INDIAN AFFAIRS SCHOOLS AND IN PUBLIC SCHOOLS PARALLELS THE CURRICULUM PROVIDED TO NON-INDIAN STUDENTS IN THE PUBLIC SCHOOLS. THERE IS VIRTUALLY NO QUARREL WITH THE PRINCIPLE THAT THE CURRICULUM FOR INDIAN YOUTH SHOULD INCLUDE THE VERY BEST CURRICULUM PROVIDED NON-INDIAN YOUTH, BUT SEVERAL MAJOR AREAS STAND OUT AS ISSUES OF CONCERN. AMONG THESE ARE THE INCLUSION OF TRIBAL CULTURE AND HISTORY IN SCHOOL INSTRUCTION, LANGUAGE INSTRUCTION, VOCATIONAL EMPHASIS, AND ATTENTION TO THE DIGNITY OF INDIAN IDENTITY. WHATEVER CURRICULUM DEVELOPMENTS TAKE PLACE IN AMERICAN EDUCATION, IT IS UNLIKELY THAT INDIAN PARENTS WILL WANT ANYTHING LESS FOR THEIR CHILDREN THAN THE SAME CURRICULUM OFFERED TO OTHER AMERICANS. THE MOST OUTSTANDING DIFFERENCE, HOWEVER, IS THAT INDIAN PARENTS WOULD LIKE THE SCHOOLS TO GIVE RECOGNITION TO INDIAN IDENTITY. (JH)

ACCESSION NUMBER: ED046603

PUBLICATION DATE: AUG 70

TITLE: FORMAL EDUCATION ON THE WHITE MOUNTAIN APACHE RESERVATION; REPORT OF A SELF-STUDY CONFERENCE. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 25, FINAL REPORT.

PERSONAL AUTHOR: ANDERSON, NED; CHILCOTT, JOHN H.

DESCRIPTOR: ADMINISTRATIVE PROBLEMS; *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; *CULTURAL DIFFERENCES; *EDUCATIONAL ATTITUDES; FEDERAL PROGRAMS; HIGHER EDUCATION; *SELF EVALUATION; TEACHERS; VOCATIONAL EDUCATION

IDENTIFIER: *APACHES

DESCRIPTIVE NOTE: 48P.

IN ONE PHASE OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, LOCAL INDIAN COMMUNITIES WERE ENCOURAGED TO CONDUCT THEIR OWN SELF-STUDIES OF AMERICAN INDIAN EDUCATION. IN KEEPING WITH THIS, A CONFERENCE WAS HELD TO DETERMINE THE ATTITUDINAL RESPONSES OF WHITE MOUNTAIN APACHES (AGED 20-48) TO THE FOLLOWING GENERAL TOPICS CONCERNING INDIAN EDUCATION ON THEIR RESERVATION: (1) THE ROLE OF FORMAL EDUCATION IN APACHE SOCIETY, (2) PREPARATION FOR LIFE OFF THE RESERVATION, (3) CHILD-RAISING PRACTICES AMONG THE APACHES, (4) APACHE CHILDREN IN SCHOOL, (5) THE NEED FOR COMMUNICATION SKILLS, (6) THE APACHE COLLEGE STUDENT, (7) ABSENTEEISM AMONG APACHE STUDENTS, (8) COMPARING SCHOOLS SERVING APACHE CHILDREN, (9) TEACHERS OF APACHE CHILDREN, (10) ADMINISTRATION OF THE SCHOOLS, (11) LEGAL ASPECTS OF EDUCATION, AND (12) VOCATIONAL EDUCATION. THE DOCUMENT PROVIDES A TRANSLATION OF THE CONFERENCE PROCEEDINGS, ALONG WITH RECOMMENDATIONS AND A SUMMARY. (LS)

ACCESSION NUMBER: ED046605

PUBLICATION DATE: 69

TITLE: INFORMATION CONCERNING THE WASHOE COUNTY INDIAN COMMUNITY.

DESCRIPTOR: *AMERICAN INDIANS; DROPOUTS; *EDUCATIONAL NEEDS; *EMPLOYMENT LEVEL; FAMILY INCOME; *POPULATION TRENDS; RESIDENTIAL PATTERNS; *STUDENT ENROLLMENT; TABLES (DATA)

IDENTIFIER: *NEVADA

DESCRIPTIVE NOTE: 15P.

INFORMATION RELATIVE TO INDIAN RESIDENTS OF WASHOE COUNTY, NEVADA, HAS BEEN DEVELOPED TO PROVIDE AN ANALYSIS OF EDUCATIONAL AND EMPLOYMENT NEEDS. POPULATION FIGURES ARE PRESENTED BY AGE AND SEX FOR 3 BASIC INDIAN RESIDENCE GROUPS IN THE COUNTY. STATISTICS ARE PRESENTED IN TABULAR FORM FOR INDIAN STUDENT ENROLLMENT IN AREA SCHOOLS, INCOME LEVEL OF INDIAN FAMILIES LIVING ON FEDERAL LANDS, AND INDIAN FAMILIES ON WELFARE FROM 2 FEDERALLY-OWNED LAND AREAS. EMPLOYMENT STATISTICS INDICATE A SERIOUS NEED TO PROVIDE MARKETABLE SKILLS FOR INDIANS IN THESE 2 AREAS. IT IS NOTED THAT INDIAN STUDENTS WITH SCHOOL ATTENDANCE PROBLEMS OR WHO DROP OUT OF SCHOOL GENERALLY COME FROM FAMILIES WITH LOW INCOME, SEASONAL EMPLOYMENT, OR OTHER SOCIAL PROBLEMS. THE STUDY POINTS UP THAT INFORMATIONAL GAPS EXIST RELATIVE TO EMPLOYMENT STATUS, EDUCATION, AND ATTITUDES OF THE INDIAN POPULATION. (JH)

ACCESSION NUMBER: ED046606

PUBLICATION DATE: 69

TITLE: THE NATIONAL CONGRESS OF AMERICAN INDIANS, ANNUAL REPORT 1969.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY; *DEVELOPMENT; ECONOMICS; *EDUCATION; FINANCIAL SUPPORT; GOVERNMENT (ADMINISTRATIVE BODY); LEGAL PROBLEMS; LEGISLATION; ORGANIZATION; *POLICY FORMATION; POLITICAL ISSUES; PROGRAMS; TRIBES

DESCRIPTIVE NOTE: 57P.

THE ANNUAL REPORT OF THE NATIONAL CONGRESS OF AMERICAN INDIAN (NCAI) FOR 1969 PROVIDES A REPORT OF THE YEAR'S WORK IN EACH MAJOR AREA OF NCAI ACTIVITIES, TOGETHER WITH AN OCCASIONAL DESCRIPTION OF SPECIFIC ACTIONS. ALSO DISCUSSED ARE THE PRESENT STATE OF INDIAN AFFAIRS, EDUCATION, AND IMPROVEMENT IN THE LIAISON ACTIVITIES WITH THE UNITED STATES CONGRESS. THE DOCUMENT CONTAINS THE TEXT OF THE NCAI PRESIDENT'S COMMENTS TO THE ANNUAL CONVENTION (1969) AND THE POSITION PAPER HE PRESENTED WHICH CARRIES RECOMMENDATIONS FOR CHANGE IN THE BUREAU OF INDIAN AFFAIRS. OTHER TOPICS DISCUSSED IN THE REPORT INCLUDE INDIAN LEGISLATION, THE AMERICAN INDIAN MEDIA SERVICE COMMITTEE, NCAI MEMBERSHIP, INDIAN ECONOMIC AND COMMUNITY DEVELOPMENT, THE NATIONAL INDIAN DEVELOPMENT ORGANIZATION, THE NCAI ECONOMIC PLANNING WORKSHOPS, LEGAL SERVICES, AND THE NCAI INDUSTRIAL DEVELOPMENT PROGRAM. THE REPORT POINTS OUT THAT SINCE THE FOUNDING OF NCAI IN 1944, THE MAJOR OBJECTIVE HAS BEEN TO UNIFY THE AMERICAN INDIANS TO WORK IN HARMONY THROUGH NCAI. (EL)

ACCESSION NUMBER: ED046607

PUBLICATION DATE: 16 DEC 70

TITLE: RECOMMENDATIONS OF WORKING COMMITTEES TO URBAN INDIAN CONFERENCE .

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; COMMITTEES; *CONFERENCE REPORTS; DEVELOPMENT; ECONOMICS; EDUCATION; *FEDERAL GOVERNMENT; HEALTH; HOUSING; NATIONAL ORGANIZATIONS; *PLANNING; TRIBES

DESCRIPTIVE NOTE: 31P.; RECOMMENDATIONS PRESENTED AT URBAN INDIAN CONFERENCE, WARRENTON, VIRGINIA (DECEMBER 14-16, 1970)

THE MAIN BODY OF THE DOCUMENT CONTAINS RECOMMENDATIONS PRESENTED BY WORKING COMMITTEES OF NATIONAL COUNCIL ON INDIAN OPPORTUNITY (NCIO) TO THE URBAN INDIAN CONFERENCE HELD IN DECEMBER OF 1970. RECOMMENDATIONS AS OUTLINED AND DISCUSSED BY VARIOUS COMMITTEES OF NCIO ARE PRESENTED FOR THE FOLLOWING AREAS: HOUSING, EDUCATION, ALCOHOLISM AND DRUGS, ECONOMIC DEVELOPMENT, CONTRACTS AND PROPOSALS, INDIAN CENTERS, EMPLOYMENT, LAND, HEALTH, COMMUNICATION, POLITICAL AFFAIRS OF INDIAN INTEREST, AND TREATY RIGHTS. THE DOCUMENT CONCLUDES WITH A RECOMMENDATION TO THE PRESIDENT OF THE UNITED STATES THAT A PRESIDENT'S COMMISSION ON THE AMERICAN INDIAN BE ESTABLISHED TO EXAMINE THE RIGHTS, PRIVILEGES, AND ADMINISTRATIVE POLICIES REGARDING THE AMERICAN INDIAN. (EL)

ACCESSION NUMBER: ED046608

PUBLICATION DATE: 69

TITLE: INSTRUCTIONAL CENTERS FOR PIMA CULTURE. FINAL REPORT: ACADEMIC YEAR 1968-69.

PERSONAL AUTHOR: FULLERTON, BILL J., COMP.; BELL, JOHN E., COMP.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CURRICULUM ENRICHMENT; *EDUCATION; *INNOVATION; *INSTRUCTIONAL MATERIALS CENTERS; SECOND LANGUAGE LEARNING; SELF CONCEPT; TEACHING TECHNIQUES

IDENTIFIER: *PIMA INDIANS

DESCRIPTIVE NOTE: 66P.

THE DOCUMENT CONTAINS THE FINAL REPORT OF THE ESTABLISHMENT OF INSTRUCTIONAL CENTERS FOR SCHOOLS OF ARIZONA'S GILA RIVER INDIAN COMMUNITY. THE PROJECT WAS MADE POSSIBLE THROUGH TITLE III FUNDS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND WAS INTENDED (1) TO PROVIDE PROGRAMS, SERVICES, AND MATERIALS FOR MAKING LEARNING EXPERIENCES MORE MEANINGFUL IN TERMS OF PIMA CULTURE AND (2) TO DEVELOP INSTRUCTIONAL MATERIALS CENTERS FOR THE SCHOOLS OF GILA RIVER INDIAN COMMUNITY: CASA BLANCA DAY SCHOOL, GILA CROSSING DAY SCHOOL, PIMA CENTRAL, AND ST. JOHN'S INDIAN SCHOOL. AMONG THE TOPICS DISCUSSED IN THE DOCUMENT ARE DEVELOPING INSTRUCTIONAL MATERIALS CENTERS, CULTURAL HERITAGE, ART EDUCATION, EDUCATIONAL MEDIA, READING, SCIENCE, AND SOCIAL STUDIES. THE DOCUMENT CONCLUDES WITH A DESCRIPTION OF CONSULTANT SERVICES, AN EVALUATION REPORT, AND RECOMMENDATIONS FOR FUTURE CONSULTANTS' SERVICES AND/OR PROGRAMS. (EL)

ACCESSION NUMBER: ED046609

PUBLICATION DATE: 65

TITLE: THE RIGHT TO BE INDIAN.

PERSONAL AUTHOR: SCHUSKY, E.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; BOARDS OF EDUCATION; *CIVIL RIGHTS; COMMUNITY RESPONSIBILITY; CULTURAL AWARENESS; *CULTURAL EXCHANGE; *ECONOMIC DISADVANTAGEMENT; *FEDERAL LEGISLATION

DESCRIPTIVE NOTE: 67P.; THE AMERICAN HISTORIAN PRESS, INC. CLASSIC STUDIES REPRINT NO. 1

A MAJOR THEME OF THIS REPORT IS THAT CIVIL RIGHTS PROBLEMS OF AMERICAN INDIANS ARE PARTICULARLY COMPLEX BECAUSE INDIANS CAN CLAIM SPECIAL RIGHTS DERIVING FROM HISTORICAL CIRCUMSTANCE. SPECIAL LEGISLATION WILL BE REQUIRED TO ENSURE THEIR CIVIL RIGHTS AS CITIZENS. SOCIAL CHANGE ON THE PART OF THE INDIAN MINORITY AND WHITE MAJORITY MUST ALSO OCCUR TO PROTECT INDIANS FROM NOW EXISTING PREJUDICE AND DISCRIMINATION. A BEGINNING IN ANY EFFORT TO EXTEND CIVIL RIGHTS IS A SIMULTANEOUS ATTACK ON POVERTY AND ON LACK OF SELF-GOVERNMENT. INDIAN COMMUNITIES MUST BE ALLOWED TO MANAGE THEIR OWN AFFAIRS, TO ADMINISTER THEIR OWN SOCIAL SERVICES IN THE SAME WAY AS ANY OTHER AMERICAN COMMUNITY. OUTSIDE HELP IN LEARNING THIS MANAGEMENT IS NOT ONLY DESIRABLE BUT ESSENTIAL; YET THE "HELP" MUST CLEARLY BE ASSISTANCE IN LEARNING, NOT MANAGEMENT ITSELF WHICH IS PRESENTLY THE CASE. SOCIAL CONTROL IN ANY SMALL COMMUNITY IS GOING TO VARY AT POINTS FROM THE AMERICAN IDEALS. AMERICAN IDEALS OF TOLERATION AND APPRECIATION OF DIFFERENCES SHOULD ALLOW INDIANS TO EVOLVE THEIR OWN PROCEDURES AND STANDARDS OF JUSTICE WITH THE FRAME OF REFERENCE PROVIDED BY THE UNITED STATES CONSTITUTION AND APPLICABLE LEGISLATION. (AUTHOR/LS)

AVAILABILITY: THE INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($2.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED046611

PUBLICATION DATE: JUN 70

TITLE: COYOTE TALES. ENGLISH VERSION.

PERSONAL AUTHOR: ALBERT, ROY; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL ENRICHMENT; DISADVANTAGED YOUTH; *ELEMENTARY SCHOOL STUDENTS; LITERATURE; *MYTHOLOGY; READING MATERIALS; SHORT STORIES; *SUPPLEMENTARY READING MATERIALS

IDENTIFIER: *HOPI INDIANS

DESCRIPTIVE NOTE: 307P.

HOPI STORYTELLERS TOLD, IN HOPI, 20 STORIES FOR THIS SUPPLEMENTARY READING SERIES. EACH STORY WAS TRANSLATED INTO ENGLISH, GRADED (1.1 TO 3.8), AND ILLUSTRATED. THESE STORIES NORMALLY SERVE TO ENTERTAIN AS WELL AS TO INSTRUCT BOTH CHILDREN AND ADULTS DURING THE WINTER NIGHTS. SEVERAL OF THE STORIES HAVE COYOTE AS THE CENTRAL CHARACTER. HE TYPIFIES THE CLEVER, MISCHIEVOUS ONE WHO, THROUGH HIS SCHEMING, OFTEN OVERREACHES HIMSELF AND BECOMES THE BUTT OF HIS OWN JOKE. THE HOPI STORIES, UNLIKE EUROPEAN ONES, ALMOST NEVER SPELL OUT THE MORAL BUT LEAVE IT IMPLICIT, TO BE DRAWN OUT AS THE HEARER RECALLS OR PONDERS A TALE. A RELATED DOCUMENT (RC 005 039) CONTAINS THE SAME STORIES PRINTED IN THE HOPI LANGUAGE. (LS)

ACCESSION NUMBER: ED046612

PUBLICATION DATE: JUN 70

TITLE: COYOTE TALES. HOPI VERSION.

PERSONAL AUTHOR: ALBERT, ROY; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL AWARENESS; *CULTURAL ENRICHMENT; DISADVANTAGED YOUTH; ELEMENTARY SCHOOL STUDENTS; *HOPI; LITERATURE; *MYTHOLOGY; *READING MATERIALS; SHORT STORIES; SUPPLEMENTARY READING MATERIALS

IDENTIFIER: *HOPI INDIANS

DESCRIPTIVE NOTE: 300P.

HOPI STORYTELLERS TOLD, IN HOPI, 20 STORIES FOR THIS READING SERIES. EACH STORY WAS GRADED (1.1 TO 3.8), ILLUSTRATED, AND PRINTED IN HOPI. THESE STORIES NORMALLY SERVE TO ENTERTAIN AS WELL AS TO INSTRUCT BOTH CHILDREN AND ADULTS DURING THE WINTER NIGHTS. SEVERAL OF THE STORIES HAVE COYOTE AS THE CENTRAL CHARACTER. HE TYPIFIES THE CLEVER, MISCHIEVOUS ONE WHO, THROUGH HIS SCHEMING, OFTEN OVERREACHES HIMSELF AND BECOMES THE BUTT OF HIS OWN JOKE. THE HOPI STORIES, UNLIKE EUROPEAN ONES, ALMOST NEVER SPELL OUT THE MORAL BUT LEAVE IT IMPLICIT, TO BE DRAWN OUT AS THE HEARER RECALLS OR PONDERS A TALE. A RELATED DOCUMENT (RC 005 038) CONTAINS THE SAME STORIES PRINTED IN THE ENGLISH LANGUAGE. (LS)

ACCESSION NUMBER: ED046615

PUBLICATION DATE: 70

TITLE: ENVIRONMENTAL AWARENESS FOR INDIAN EDUCATION.

DESCRIPTOR: *AMERICAN INDIANS; ART EXPRESSION; COMMUNITY INVOLVEMENT; *CURRICULUM GUIDES; *EDUCATIONAL OBJECTIVES; *ENVIRONMENTAL EDUCATION; LANGUAGE ARTS; MYSTICISM; NATURAL RESOURCES; *PHYSICAL ENVIRONMENT; SCIENCE EDUCATION; SELF CONCEPT; SOCIAL STUDIES

DESCRIPTIVE NOTE: 28P.

A SUGGESTED APPROACH FOR USE IN SCHOOLS ENROLLING INDIAN CHILDREN AND YOUTH IS INDICATED IN THIS CURRICULUM GUIDE FOR ENVIRONMENTAL EDUCATION. IT IS POINTED OUT THAT TRADITIONAL INDIAN LIFEWAYS AND BELIEFS WERE AND ARE EXTREMELY PERTINENT TO MAN'S LIVING IN BALANCE WITH HIS NATURAL ENVIRONMENT. THE GUIDE EXPRESSES THE BELIEF THAT THE USE OF THE INDIANNESS OF THE CHILD IS THE MOST IMPORTANT PART OF ENVIRONMENTAL EDUCATION FOR AMERICAN INDIAN STUDENTS. A SECTION ON "THE INDIAN SIDE OF ENVIRONMENTAL EDUCATION" EXPANDS THIS CONCEPT, AND SUGGESTED ACTIVITIES ARE GIVEN FOR IMPLEMENTATION. POTENTIAL FOR DEVELOPING A STRONG SELF-IMAGE IN INDIAN STUDENTS IS INHERENT IN THE PROGRAM. RELATING THE CONTEMPORARY NEED FOR PEOPLE THROUGHOUT THE WORLD TO LEARN TO LIVE IN HARMONY WITH THEIR SURROUNDINGS TO EXAMPLES OF THIS BALANCE ACHIEVED HISTORICALLY BY INDIANS THROUGHOUT THE AMERICAS IS THE PRIMARY ASPECT OF THE PROGRAM. THE PROGRAM APPROACH CALLS FOR INVOLVEMENT OF LOCAL INDIAN PEOPLE IN ACHIEVING A TRULY EFFECTIVE EDUCATIONAL EXPERIENCE. A SECTION OF RESOURCES AND REFERENCES INCLUDES LISTS OF BOOKS, PROGRAMS, PERIODICALS, BIBLIOGRAPHIES, NATIONAL COORDINATORS, NATIONAL ORGANIZATIONS, STATE DIRECTORS, CONSULTANTS, AND RESOURCE PEOPLE FOR ENVIRONMENTAL EDUCATION. (JH)

ACCESSION NUMBER: FD046820

PUBLICATION DATE: JUL 69

TITLE: ARCHAEOLOGY IN DELAWARE. PUPIL'S GUIDE.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *ARCHAEOLOGY; *CURRICULUM GUIDES; *GRADE 4; *INSTRUCTIONAL MATERIALS; INTERMEDIATE GRADES; JUNIOR HIGH SCHOOLS; MULTIMEDIA INSTRUCTION; STATE CURRICULUM GUIDES

IDENTIFIER: *DELAWARE

DESCRIPTIVE NOTE: 45P.

THE ARCHEOLOGY OF DELAWARE, FOR ALL PRACTICAL PURPOSES MEANING INDIAN PREHISTORY, IS THE FOCUS OF THIS SET CONSISTING OF TEACHER'S AND PUPIL'S GUIDES. INTENDED PRIMARILY FOR USE AT THE FOURTH GRADE LEVEL, THE MATERIAL CAN SUCCESSFULLY BE ADAPTED FOR USE IN GRADES 5 THROUGH 8. THE TEACHER'S GUIDE IS FLEXIBLE AND NON-STRUCTURED, ALLOWING FOR INDIVIDUAL SITUATIONS AND IDEAS. IT CONTAINS REFERENCES TO SOURCE MATERIAL, A GLOSSARY, POSSIBLE TOPICS FOR DISCUSSION, SUGGESTIONS FOR THE UTILIZATION OF MULTIMEDIA MATERIALS, AND SEVERAL ILLUSTRATIONS DESIGNED FOR THE PURPOSE OF PRODUCING TRANSPARENCIES. THE PUPIL'S GUIDE IS A WELL-ILLUSTRATED INTRODUCTION TO THE NATURE AND METHODS OF ARCHEOLOGY, EMPHASIZING SIMILARITIES BETWEEN HUMAN COMMUNITIES. A FINAL SECTION PRESENTS A CULTURAL RECONSTRUCTION OF DELAWARE INDIANS BEFORE THE ARRIVAL OF EUROPEANS. (JLB)

ACCESSION NUMBER: ED046864

PUBLICATION DATE: 70

TITLE: MULTI-MEDIA RESOURCE LIST: ESKIMOS AND INDIANS. 1970 SUPPLEMENT.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *ESKIMOS

DESCRIPTIVE NOTE: 12P.

INCLUDED IN THESE RESOURCES ON ESKIMOS AND INDIANS ARE 1) A 24-ITEM BIBLIOGRAPHY WITH THESE HEADINGS: ESKIMOS, INDIANS OF CANADA, MYTHS AND LEGENDS, BIOGRAPHY, AND FICTION; 2) SEVEN PUBLICATIONS OF THE INDIAN ESKIMO ASSOCIATION OF CANADA; 3) DESCRIPTIVE INFORMATION ON 12 PERIODICALS; 4) DESCRIPTIONS OF 34 FILMS; AND 5) MISCELLANEOUS MATERIALS INCLUDING CHARTS AND POSTERS, MAPS, AND PICTURE SETS. (THIS IS A SUPPLEMENT TO ED 040 916.) (JS)

ACCESSION NUMBER: ED047297

PUBLICATION DATE: 19 NOV 70

TITLE: LITERACY IN THE VERNACULAR: THE NAVAJO READING STUDY.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY SCHOOLS; *LITERACY; *NAVAHO; QUESTIONNAIRES; *READING; READING DIFFICULTY; SCHOOL ROLE; SURVEYS

DESCRIPTIVE NOTE: 14P.; PAPER READ AT THE COUNCIL ON ANTHROPOLOGY AND EDUCATION SYMPOSIUM ON COGNITIVE AND LINGUISTIC STUDIES, 69TH ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, SAN DIEGO, CALIFORNIA, NOVEMBER 19, 1970

THIS PAPER NOTES THE TENDENCY AMONG NON-LITERATE PEOPLES SUCH AS THE AMERICAN INDIANS TO LOSE THEIR NATIVE LANGUAGE AS THE DEMANDS OF MODERN TECHNOLOGY INCREASINGLY PUSH THEM TOWARDS LITERACY IN A LANGUAGE WHICH IS NOT THEIR OWN, AND ARGUES THAT LITERACY IN THE VERNACULAR LANGUAGE MAY PRESENT SUCH ACCULTURATION AND LANGUAGE LOSS FROM GOING HAND IN HAND. RELATING THIS TO THE NAVAJO INDIANS, THE AUTHOR SHOWS THAT, DESPITE THE RELATIVE INEFFECTIVENESS OF ENGLISH TEACHING PROGRAMS, NAVAJO IS STEADILY DECLINING. THUS, ALTHOUGH THE RESENT NAVAJO READING STUDY INDICATES THAT IT IS STILL THE MAIN LANGUAGE OF NAVAJO-POPULATED AREAS, NAVAJO CONTINUES TO DECLINE AS MORE ROADS ARE BUILT, AS MORE CHILDREN COMPLETE SCHOOL, AND AS THE RESERVATION IS INCREASINGLY EXPOSED TO THE OUTSIDE WORLD. THE AUTHOR FEELS THAT THE ACHIEVEMENT OF LITERACY IN NAVAJO MIGHT PREVENT THIS SHIFT TO ENGLISH. HE BELIEVES THAT PRESENT PROGRAMS DIRECTED AT NAVAJO LITERACY MAY HAVE A BETTER CHANCE THAN PAST ONES BECAUSE OF THE GROWING REALIZATION THAT TEACHING READING IS EASIER IN A CHILD'S STRONGEST LANGUAGE AS WELL AS BECAUSE OF THE COMMUNITY SCHOOL MOVEMENT, WHICH INCLUDES THE TEACHING OF READING IN NAVAJO AS PART OF ITS PROGRAM FOR COMMUNITY CONTROL OF NAVAJO SCHOOLS. (FWB)

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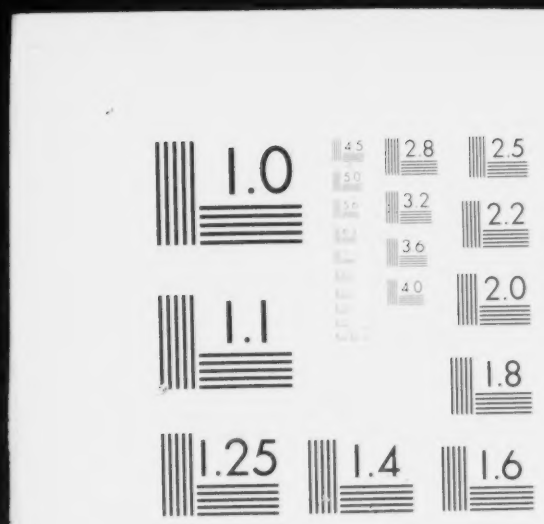

ACCESSION NUMBER: ED047316

PUBLICATION DATE: 70

TITLE: A LINGUISTIC SKETCH OF JICALTEPEC MIXTEC. SUMMER INSTITUTE OF LINGUISTICS PUBLICATIONS IN LINGUISTICS AND RELATED FIELDS.

PERSONAL AUTHOR: BRADLEY, C. HENRY

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *DESCRIPTIVE LINGUISTICS; DIALECT STUDIES; *MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; PHONEMES; *PHONOLOGY; *SYNTAX

IDENTIFIER: *MIXTEC

DESCRIPTIVE NOTE: 97P.; PH.D. DISSERTATION, CORNELL UNIVERSITY, 1965

THE MAIN PURPOSE OF THIS STUDY IS TO FILL A GAP IN THE LITERATURE ON THE MIXTEC LANGUAGE OF MEXICO BY DESCRIBING, SYSTEMATICALLY AND COMPLETELY, THE GRAMMAR OF THE JICALTEPEC DIALECT OF THE LANGUAGE. A SUBSIDIARY AIM IS THAT OF COLLECTING IN ONE PLACE AND WITHIN A UNIFIED THEORETICAL FRAMEWORK, PHONOLOGICAL INFORMATION ABOUT MIXTEC THAT HAD PREVIOUSLY BEEN AVAILABLE ONLY IN DIVERSE SOURCES. THE AUTHOR STRESSES, HOWEVER, THAT THE STUDY IS ONLY A SKETCH OF THE LANGUAGE WHICH OUTLINES "THE MAJOR ASPECTS OF THE LANGUAGE, GIVING A PICTURE OF THE WHOLE BUT WITHOUT COMPLETE DETAILS." THE THEORETICAL APPROACH EMPLOYED IS BASICALLY IMMEDIATE CONSTITUENT ANALYSIS. INDIVIDUAL CHAPTERS COVER PHONOLOGY, MORPHOPHONEMICS, PARTS OF SPEECH AND GRAMMATICAL PATTERNS. A TEXT ILLUSTRATING THE STATEMENTS MADE IN THE CHAPTERS ON THE GRAMMATICAL STRUCTURE IS ALSO INCLUDED. A BIBLIOGRAPHY ENDS THE STUDY. (FWB)

AVAILABILITY: UNIVERSITY BOOK EXCHANGE, UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA 73069

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED047830

PUBLICATION DATE: 70

TITLE: SASKATCHEWAN INDIAN HERITAGE: THE FIRST TWO HUNDRED CENTURIES.

PERSONAL AUTHOR: POHORECKY, ZENON

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; ANCIENT HISTORY; *ANTHROPOLOGY; ART PRODUCTS; *CULTURAL FACTORS; *HISTORY; ILLUSTRATIONS; MODERN HISTORY; RELIGION; *TRIBES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 58P.

SASKATCHEWAN'S HISTORY OF THE FIRST CANADIANS IS PRESENTED IN THIS 1970 DOCUMENT. EARLY CONTRIBUTIONS OF THESE INDIANS ARE DISCUSSED IN TERMS OF FOOD, MEDICINE, DEMOCRACY, FINE ARTS, LANGUAGE, AND CULTURE. SECTIONS OF THE DOCUMENT ARE DEVOTED TO (1) ANCIENT PURSUITS DURING THE ICE AGE, AGASSIZ AGE, AGE OF TRANSITION, AGE OF DIVERSITY, CHRISTIAN PERIOD, AND THE PERIOD FROM 1961 TO PRESENT; (2) EARLY TRAVELERS, SUCH AS ANTHONY HENDAY; (3) INTANGIBLES IN LIFE SUCH AS ROCK ART AND NATIVE LANGUAGES; AND (4) THOSE GROUPS NO LONGER IN THE PROVINCE OF SASKATCHEWAN, INCLUDING THE CONFEDERACY OF 4 TRIBES: SARSI, BLOOD, PIEGAN, AND BLACKFOOT. ADDITIONAL SUBSECTIONS DISCUSS THE SARSI, BLACKFOOT, AND GROS VENTRES TRIBES. THE DOCUMENT CITES 22 PUBLICATIONS WHICH ARE SUGGESTED FOR FURTHER READING. (AN)

AVAILABILITY: INDIAN & NORTHERN CURRICULUM RESOURCES CENTER, COLLEGE OF EDUCATION, UNIVERSITY OF SASKATCHEWAN, SASKATOON, SASKATCHEWAN (CANADA) ($2.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED047831

PUBLICATION DATE: 69

TITLE: STATISTICS CONCERNING INDIAN EDUCATION: FISCAL YEAR 1969.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; AVERAGE DAILY ATTENDANCE; BOARDING SCHOOLS; DORMITORIES; *EDUCATION; EDUCATIONAL FACILITIES; FEDERAL PROGRAMS; PRIVATE SCHOOLS; PUBLIC SCHOOLS; SCHOOL SYSTEMS; *STATISTICAL DATA; *STUDENT ENROLLMENT; SUMMER PROGRAMS; TRIBES

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 41P.

INFORMATION ON THE EDUCATION OF INDIAN CHILDREN WHO ATTENDED PUBLIC, FEDERAL, PRIVATE, AND MISSION SCHOOLS IN 1969 IS PRESENTED IN THIS ANNUAL REPORT. THE INTRODUCTION GIVES SOME HISTORY OF INDIAN EDUCATION, OBJECTIVES OF FEDERAL SCHOOLS, AND BUREAU OF INDIAN AFFAIRS (BIA) RESPONSIBILITIES FOR CHILDREN ENROLLED IN FEDERAL SCHOOLS. TABLES PRESENT INFORMATION ON SCHOOL CENSUS BY AREA AND AGENCY, ENROLLMENT AND AVERAGE DAILY ATTENDANCE (ADA) BY AREA, NUMBER OF SCHOOLS OPERATED BY TYPE, BOARDING SCHOOL ENROLLMENT AND ADA, DAY SCHOOL ENROLLMENT AND ADA, HOSPITAL SCHOOL ENROLLMENT AND ADA, DORMITORY ENROLLMENT AND ADA, ENROLLMENT BY GRADE AND AREA, COMPLETIONS AND GRADUATES BY AREA, ENROLLMENT BY DEGREE OF INDIAN BLOOD, ENROLLMENT BY TRIBE, SCHOOL CONSTRUCTION, ACTIVITIES UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, AND SUMMER PROGRAM PARTICIPANTS. A STATISTICAL FACT SHEET ON SCHOOLS OPERATED BY THE BIA IS INCLUDED. STATISTICS SHOW THAT THE BIA HAD DIRECT RESPONSIBILITY FOR 56,560 CHILDREN ENROLLED IN FEDERAL SCHOOLS AND HOUSED IN FEDERAL DORMITORIES, AND PARTIAL FINANCIAL RESPONSIBILITY FOR APPROXIMATELY TWO-THIRDS OF THOSE ENROLLED IN PUBLIC SCHOOLS. (AN)

ACCESSION NUMBER: ED047832

PUBLICATION DATE: 70

TITLE: FOLK LITERATURE OF THE WARAO INDIANS; NARRATIVE MATERIAL AND MOTIF CONTENT.

PERSONAL AUTHOR: WILBERT, JOHANNES

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ANTHROPOLOGY; CULTURAL CONTEXT; *CULTURAL FACTORS; FOLK CULTURE; *FOLKLORE BOOKS; *FOREIGN CULTURE; LANGUAGE STYLES; LEGENDS; *MYTHOLOGY; ORAL COMMUNICATION

IDENTIFIER: *WARAO INDIANS

DESCRIPTIVE NOTE: 614P.

THE LATIN AMERICAN CENTER, UNIVERSITY OF CALIFORNIA AT LOS ANGELES, PRESENTS A COLLECTION OF THE FOLK LITERATURE OF THE "BOAT PEOPLE," THE WARAO INDIANS OF THE ORINOCO DELTA OF VENEZUELA AND GUYANA. ACCORDING TO PROFESSOR JOHANNES WILBERT AND OTHER ANTHROPOLOGISTS, "THE INACCESSIBILITY OF THEIR HABITAT HAS PRESERVED THEIR TRIBAL CULTURE TO THIS DAY. THEIR EXTRAORDINARY ORAL LITERATURE, UNWRITTEN NARRATIVES PASSED ON FROM GENERATION TO GENERATION, IS FULL OF SURREALISTIC ADVENTURES, FANTASTIC SPIRIT BEINGS, SCHEMING ANIMALS, AND SLY HUMOROUS STORIES OF HUMAN WEAKNESSES AND PASSIONS. THE NARRATIVES ARE A VIVID DOCUMENTATION OF WARAO DAILY LIFE, WHICH REVOLVES AROUND THE DUGOUT CANOES IN WHICH THEY TRAVEL, SLEEP, COOK, EAT, PLAY, AND FINALLY ARE BURIED." DIVIDED INTO 7 NARRATIVE GROUPS, THE 209 TALES ARE CLASSIFIED BY MOTIF CONTENT. INCLUDED IN THE BOOK ARE A TABLE OF MOTIF DISTRIBUTION BY MOTIF GROUP, A TOPICAL MOTIF INDEX, AN ALPHABETICAL MOTIF INDEX, A GLOSSARY OF UNCOMMON WORDS, AND A BIBLIOGRAPHY. (EJ)

AVAILABILITY: REGENTS OF THE UNIVERSITY OF CALIFORNIA, BUSINESS OFFICE, CASHIER, UNIVERSITY OF CALIFORNIA, 405 HILGARD AVENUE, LOS ANGELES, CALIFORNIA 90024 ($6.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED047833

PUBLICATION DATE: 24

TITLE: TALES FROM SILVER LANDS.

PERSONAL AUTHOR: FINGER, CHARLES J.

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS BOOKS; FOLK CULTURE; *FOLKLORE BOOKS; *FOREIGN COUNTRIES; LEGENDS; LIBRARY MATERIAL SELECTION; LITERATURE; *MYTHOLOGY; SUPPLEMENTARY READING MATERIALS

IDENTIFIER: *SOUTH AMERICA

DESCRIPTIVE NOTE: 207P.

IN 1925, "TALES FROM SILVER LANDS" WAS AWARDED THE NEWBERY MEDAL AS THE MOST DISTINGUISHED CONTRIBUTION TO AMERICAN CHILDREN'S LITERATURE FOR THE YEAR. THE BOOK CONTAINS A COLLECTION OF 19 SHORT STORIES LEARNED FROM THE INDIANS OF SOUTH AMERICA AS THE AUTHOR TRAVELED TO DIFFERENT LANDS. AS DESCRIBED ON THE DUST JACKET, THE TALES ARE ABOUT "STRANGE ENCHANTMENTS AND WAYS OF BREAKING THEM, GIANTS AND WITCHES AND UNDER-SEA PEOPLE, FAIRY FOLK AND EARTH PEOPLE WHO HAVE THEM FOR THEIR FRIENDS." INCLUDED ARE ILLUSTRATIONS OF 5 WOODCUTS BY PAUL HONORE. (EJ)

AVAILABILITY: DOUBLEDAY & COMPANY, INC., GARDEN CITY, NEW YORK 11530 ($3.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED047834

PUBLICATION DATE: 71

TITLE: ENVIRONMENTAL AWARENESS; AN ACTION APPROACH.

PERSONAL AUTHOR: WIGHT, EDGAR L.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CONSERVATION EDUCATION; *CURRICULUM; *ECOLOGY; EDUCATION; *ENVIRONMENTAL EDUCATION; NATURAL RESOURCES; *PROGRAM DEVELOPMENT; SCIENCES

DESCRIPTIVE NOTE: 53P.

IN THE CHANGING WORLD OF TODAY, MAN HAS CREATED ALARMING IMBALANCES OF NATURE WHICH THREATEN ALL LIVING CREATURES OF THE EARTH. THE PUBLIC IS BECOMING AWARE THAT SEVERE MEASURES MUST BE TAKEN TO CORRECT THESE IMBALANCES. INDIAN PEOPLE ARE CLOSELY ATTUNED TO THEIR LANDS AND RESOURCES--IT IS PART OF THEIR TRADITIONAL CULTURE TO HAVE CLOSE TIES WITH AND APPRECIATION FOR THE SOIL, TREES AND PLANTS, WATER, WILDLIFE, CLEAN AIR, MOUNTAINS, THE SEA, AND ALL THE BEAUTIES OF NATURE. WITH THIS KIND OF APPRECIATION, TEACHERS OF INDIAN CHILDREN CAN READILY IMPLEMENT ACTIVITIES RELATED TO ENVIRONMENTAL IMPROVEMENT. THIS BOOKLET WAS DESIGNED TO HELP TEACHERS AND STUDENTS IN LEARNING OF THE RELATIONSHIP OF THE ENVIRONMENT TO THE HUMAN RACE. DIVIDED INTO 5 MAJOR SECTIONS OF ACTIVITIES, EACH ACTIVITY IS CLASSIFIED ACCORDING TO THE LEVEL FOR WHICH IT IS BEST SUITED. SYMBOLS SUCH AS PRI FOR PRIMARY, INT FOR INTERMEDIATE, AND JH FOR JUNIOR HIGH DESIGNATE THE LEVEL. INCLUDED ARE ILLUSTRATIONS OF SIMPLE EXPERIMENTS THAT CAN BE CONDUCTED IN THE AREAS OF SOIL AND WATER; PLANT LIFE; WEATHER AND AIR; FISH, WILDLIFE, AND MICROSCOPIC LIFE; AND FORESTS, RANGELAND, AND WATERSHEDS. (EJ)

ACCESSION NUMBER: ED047835

PUBLICATION DATE: 5 JUN 70

TITLE: FEASIBILITY STUDY OF THE COQUALEETZA INDIAN HOSPITAL AT SARDIS, B.C. FOR AN INDIAN COMMUNITY CENTER.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY SERVICES; *CULTURAL CENTERS; CULTURAL ENRICHMENT; DEVELOPMENTAL PROGRAMS; *FEASIBILITY STUDIES; HOSPITALS; HUMAN DEVELOPMENT; INTERAGENCY COOPERATION; *NEIGHBORHOOD CENTERS; SOCIAL DEVELOPMENT

IDENTIFIER: *BRITISH COLUMBIA

DESCRIPTIVE NOTE: 52P.

THE BOOKLET CONTAINS A REPORT OF A FEASIBILITY STUDY FOR DEVELOPING THE COQUALEETZA INDIAN HOSPITAL AT SARDIS, BRITISH COLUMBIA, INTO AN INDIAN COMMUNITY CENTER. AS EXPLAINED, BEFORE THE WHITE MAN ARRIVED IN FRASER VALLEY, THE INDIANS KNEW "COQUALEETZA" AS THE "PLACE FOR CLEANSING;" INDIAN WOMEN WASHED THEIR BLANKETS AT THIS SPOT, BUT IT WAS MORE THAN JUST CLEANSING BECAUSE IT WAS SYMBOLIC OF DISCARDING OLD IDEAS AND ACCEPTING NEW ONES. THE STUDY EXAMINED THE OVERALL UTILIZATION OF THE COQUALEETZA PREMISES (A ONE-TIME INDIAN TUBERCULOSIS HOSPITAL) FOR AN EDUCATIONAL, CULTURAL, AND SOCIAL CENTER TO BE OPERATED BY INDIANS FOR THE BENEFIT OF INDIANS. IT WAS CONCLUDED THAT ESTABLISHMENT OF THE CENTER WOULD BE FEASIBLE FROM A PHYSICAL, SOCIOCULTURAL, AND ECONOMIC POINT OF VIEW. (FJ)

ACCESSION NUMBER: ED047836

PUBLICATION DATE: JAN 70

TITLE: REPORT OF MENOMINEE INDIAN STUDY COMMITTEE; REPORT OF THE WISCONSIN LEGISLATIVE COUNCIL, VOL. VIII.

DESCRIPTOR: *AMERICAN INDIANS; CRIME; *DEVELOPMENT; *ECONOMICS; EDUCATION; FINANCIAL PROBLEMS; HEALTH; INCOME; *INDUSTRY; LEGISLATION; NATURAL RESOURCES; ORGANIZATION SIZE (GROUPS); PROGRAMS; RECREATIONAL FACILITIES; *REPORTS; TAXES

IDENTIFIER: *MENOMINEE INDIANS

DESCRIPTIVE NOTE: 60P.

THE REPORT CARRIES THE FINALIZATION OF TERMINATION OF FEDERAL INVOLVEMENT IN THE AFFAIRS OF THE MENOMINEE INDIAN RESERVATION IN TERMS OF LAW ENFORCEMENT, HIGHWAYS, TAXATION, PUBLIC WELFARE, AND EDUCATION. AS REPORTED, WHEN THE TERMINATION ACT BECAME OPERATIVE, COUNTY STATUS WAS GRANTED TO THE RESERVATION AND IT BECAME MENOMINEE COUNTY. THE REPORT REVIEWS THE TERMINATION ACT, WHICH PROVIDED INDIVIDUAL INDIANS ON TRIBAL ROLLS AN INTEREST IN TRIBAL ASSETS AS INHERITABLE STOCKHOLDERS IN THE TRIBAL ENTERPRISE. TRUSTEESHIP OF STOCKS AND ADMINISTRATION OF ASSETS FOR THE INDIANS ARE DISCUSSED, ALONG WITH ORGANIZATIONAL STRUCTURE OF MENOMINEE ENTERPRISES, INC. (MEI), VOTING ELIGIBILITY OF STOCKHOLDERS, AND FINANCIAL CONDITIONS FOR MEI IN 1965-68. THE REPORT CONCLUDES WITH RECOMMENDATIONS FOR EXPANSION AND IMPROVEMENT OF THE TRIBAL ENTERPRISES, WHICH DEAL MAINLY WITH FOREST PRODUCTS. A MAP OF MENOMINEE COUNTY (WITH POLITICAL BOUNDARIES) IS PROVIDED, ALONG WITH A LIST OF LEGISLATIVE ACTS AFFECTING THE COUNTY SINCE 1965. CRIME REPORTS OF PRE- AND POST-TERMINATION ARE CHARTED, NELSON-LAIRD FUNDS ARE TABULATED, AND A PROGRESS REPORT FOR 1969 IS INCLUDED. (EL)

ACCESSION NUMBER: ED047837

PUBLICATION DATE: 68

TITLE: SOCIAL STUDIES IN BIA SCHOOLS, A POSITION PAPER.

PERSONAL AUTHOR: HARRIGER, MAX F.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; CULTURAL BACKGROUND; *CURRICULUM; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL OBJECTIVES; EDUCATIONAL RESPONSIBILITY; *FEDERAL PROGRAMS; *SOCIAL STUDIES; TEACHING METHODS

DESCRIPTIVE NOTE: 16P.

GOALS FOR THE SOCIAL STUDIES PROGRAMS FOR INDIAN CHILDREN IN BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS ARE IDENTIFIED AS (1) HELPING THE CHILD TO COMPREHEND HIS EXPERIENCES AND TO FIND MEANING IN LIFE, (2) PREPARING HIM TO PARTICIPATE EFFECTIVELY IN THE DYNAMICS OF HIS SOCIETY, AND (3) ASSISTING EACH PERSON IN UNDERSTANDING THE ANALYTICAL PROCESSES AND PROBLEM-SOLVING TOOLS DEVELOPED BY SCHOLARS IN THE SOCIAL SCIENCES. CRITICISMS OF THE SOCIAL STUDIES PROGRAMS HAVE STEMMED FROM INCONSISTENCIES EVIDENCED BY "WHAT IS CLAIMED FOR SOCIAL STUDIES" AS OPPOSED TO "WHAT OUR INDIAN STUDENTS AND RESEARCH PEOPLE SAY IS BEING ACCOMPLISHED IN THIS AREA." THUS, NEW DIRECTIONS FOR SOCIAL STUDIES INCLUDE STRUCTURE BASED UPON A CONCEPTUAL FRAMEWORK THAT DRAWS FROM ALL THE SOCIAL SCIENCES, CONCEPTS INTRODUCED AT AN EARLIER AGE, IMPROVED TEACHING METHODS, MORE AND BETTER MEDIA, AND ATTENTION TO THE MODES OF INQUIRY, SKILLS, AND TREATMENT OF DATA. IN KEEPING WITH THIS, THE WASHINGTON OFFICE OF BIA IS COMMITTED TO THE ASSISTANCE OF AREAS, AGENCIES, AND LOCAL SCHOOLS IN IMPLEMENTATION OF NEW AND BETTER SOCIAL STUDIES PROGRAMS. (LS)

ACCESSION NUMBER: ED047341

PUBLICATION DATE: 70

TITLE: NAVAJO AREA EDUCATION. PROGRESS REPORT 1969-70 SCHOOL YEAR.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; BOARDS OF EDUCATION; *COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT; *EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE); FINANCIAL SUPPORT; INSERVICE PROGRAMS; KINDERGARTEN; *PROGRAM DESCRIPTIONS; SOCIAL STUDIES

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 13P.

THE HIGHLIGHTS OF THE NAVAJO AREA EDUCATION PROGRAM AND ACTIVITIES ARE DESCRIBED IN THIS PROGRESS REPORT FOR THE 1969-70 SCHOOL YEAR. BRIEF DESCRIPTIONS OF PROGRAMS, ACTIVITIES, AND EVENTS ARE CLASSIFIED BY 4 GOALS SET BY THE TRIBAL EDUCATION COMMITTEE IN 1966: (1) TO ATTACK THE UNIQUE PROBLEMS OF INDIAN STUDENTS BY THE PROVISION OF UNIQUE PROGRAMS SUITED TO THE NEEDS OF THESE STUDENTS, SUCH AS THE ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM; (2) TO SEEK MAXIMUM FEASIBLE INVOLVEMENT OF PARENTS AND TRIBAL LEADERS IN THE EDUCATION PROGRAM; (3) TO DEVELOP A PUBLIC INFORMATION PROGRAM WHICH REFLECTS PROGRESS MADE ON A CONTINUING BASIS; AND (4) TO ENDEAVOR TO ASSIST IN ANY WAY POSSIBLE SO THAT FULL UTILIZATION CAN BE MADE OF RESOURCES, INCLUDING THE ECONOMIC OPPORTUNITY ACT, PUBLIC LAW 89-10, AND OTHER PROGRAMS WHICH CAN BENEFIT THE INDIAN PEOPLE. SIGNIFICANT ACCOMPLISHMENTS DISCUSSED IN THE REPORT INCLUDE COMPLETION OF SOCIAL STUDIES AND LANGUAGE ARTS GUIDELINES FOR NAVAJO STUDENTS, ESTABLISHMENT OF BILINGUAL-BICULTURAL KINDERGARTENS, INITIATION OF A MODEL DORMITORY PROGRAM EMPHASIZING GUIDANCE SERVICES, AND INSERVICE TRAINING WORKSHOPS HELD DURING THE YEAR. PROGRAMS LISTED AS SUPPORTED BY GOVERNMENT AND PRIVATE FUNDS INCLUDE TEACHER CORPS, STUDENT TEACHERS, COMMUNITY SCHOOL DEVELOPMENT, AND WORK-STUDY. INCREASED INVOLVEMENT OF THE NAVAJO PEOPLE IN THE EDUCATION OF THEIR CHILDREN IS CITED AS THE MAJOR FACTOR IN THE CONTINUING SUCCESS OF THE NAVAJO AREA EDUCATION PROGRAM. (JH)

ACCESSION NUMBER: ED047842

PUBLICATION DATE: 1 AUG 70

TITLE: NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT (LANGUAGE ARTS--SOCIAL STUDIES); SOCIAL STUDIES, GRADES: BEGINNERS-4.

PERSONAL AUTHOR: COGDILL, MARSHA; AND OTHERS

DESCRIPTOR: ADJUSTMENT (TO ENVIRONMENT); *AMERICAN INDIANS; COMMUNITY RELATIONS; *CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; FAMILY LIFE; FAMILY SCHOOL RELATIONSHIP; *HUMAN RELATIONS; *LEARNING ACTIVITIES; PRIMARY GRADES; RURAL URBAN DIFFERENCES; *SOCIAL STUDIES; SOCIAL STUDIES UNITS

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 128P.

SIXTEEN SOCIAL STUDIES TEACHING UNITS FOR NAVAJO BEGINNING STUDENTS THROUGH GRADE 4 ARE PRESENTED IN THIS CURRICULUM GUIDE. PURPOSE OF THE GUIDE IS TO PROMOTE THE NAVAJO CHILD'S UNDERSTANDING OF HOW HE INTERACTS WITH MEMBERS OF HIS NUCLEAR AND EXTENDED FAMILIES, WITH PEERS AND TEACHERS WITHIN THE SCHOOL, WITH MEMBERS OF COMMUNITIES LOCATED IN THE NAVAJO NATION, AND WITH PERSONS IN THE LARGER, PLURALISTIC AMERICAN SOCIETY. FOR EACH PROGRESSIVE GRADE LEVEL, UNITS EXTEND THE CONTEXT OF HUMAN RELATIONSHIPS. THE THEME FOR THE BEGINNER LEVEL IS THE SCHOOL. THE FAMILY IN SEVERAL CULTURES IS STUDIED IN GRADE 1. HUMAN INTERACTION IN THE VICINITY OF THE SCHOOL AND IN URBAN AND RURAL SETTINGS IS THE FOCUS OF GRADE 2. COMMUNITY LIFE IS STUDIED IN GRADE 3, AND RELATIONSHIPS BETWEEN MAN AND THE LAND ARE EXPLORED IN GRADE 4. THROUGHOUT THE UNITS, THE CHILD STUDIES THE FAMILIAR CULTURE FIRST. OTHER CULTURES AND SETTINGS ARE USED TO DEVELOP THE SOCIAL SCIENCE GENERALIZATIONS AROUND WHICH THE UNITS ARE DEVELOPED. OBJECTIVES FOR EACH UNIT CONSIST OF 3 CATEGORIES: UNDERSTANDINGS OR KNOWLEDGE, ATTITUDES, AND SKILLS. THE CONTENT HAS BEEN CONVERTED INTO A SERIES OF PROBLEMS WITH MANY ACCOMPANYING DAILY ACTIVITIES WHICH CAN BE SELECTED AND MODIFIED BY THE TEACHER IN LIGHT OF PUPIL CHARACTERISTICS. OBJECTIVES FOR EACH UNIT WERE DEVELOPED FROM THE BUREAU OF INDIAN AFFAIRS' PUBLICATION "CURRICULUM NEEDS OF NAVAJO PUPILS." RELATED DOCUMENTS ARE RC 005 057 AND RC 005 058. (JH)

ACCESSION NUMBER: ED047843

PUBLICATION DATE: 1 AUG 70

TITLE: NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT (LANGUAGE ARTS--SOCIAL STUDIES); LANGUAGE ARTS.

PERSONAL AUTHOR: COGDILL, MARSHA; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; ENGLISH (SECOND LANGUAGE); *LANGUAGE ARTS; *LANGUAGE DEVELOPMENT; *LEARNING ACTIVITIES; LISTENING SKILLS; READING SKILLS; SPEECH SKILLS; WRITING SKILLS

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 144P.

A LANGUAGE ARTS PROGRAM FOR NAVAJO CHILDREN IS PRESENTED IN THIS CURRICULUM GUIDE BASED ON NEEDS OUTLINED IN THE BUREAU OF INDIAN AFFAIRS' PUBLICATION "CURRICULUM NEEDS OF NAVAJO PUPILS." THE PROGRAM SHOULD PROVIDE EACH NAVAJO PUPIL WITH AN OPPORTUNITY TO ACQUIRE A BASIC MASTERY OF THE ENGLISH LANGUAGE IN ORDER TO INTEGRATE HIS OWN BACKGROUND EXPERIENCE AND NEEDS INTO THOSE OF AN ENGLISH-SPEAKING SOCIETY. THE GUIDE IS DIVIDED INTO 4 SKILL AREAS: LISTENING, SPEAKING, READING, AND WRITING. EACH SECTION CONSISTS OF PRIMARY OBJECTIVES FOR THE LANGUAGE ARTS SKILL AND A SERIES OF ACTIVITIES SEQUENCED ACCORDING TO LEVEL OF DIFFICULTY. THE TEACHER CAN SELECT FROM THE SPECIFIC ACTIVITIES DESCRIBED IN ACCORDANCE WITH THE NEEDS AND CAPABILITIES OF THE STUDENTS, THE INTEGRATION POSSIBILITIES FROM ONE SECTION TO ANOTHER, AND HIS OWN INCLINATIONS. APPENDICES GIVE INFORMATION FOR MAKING AND USING SPECIFIED INSTRUCTIONAL MATERIALS. RELATED DOCUMENTS ARE RC 005 056 AND RC 005 058. (JH)

ACCESSION NUMBER: ED047844

PUBLICATION DATE: 1 AUG 70

TITLE: NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT (LANGUAGE ARTS--SOCIAL STUDIES); SOCIAL STUDIES, GRADES: 5-8.

PERSONAL AUTHOR: COGDILL, MARSHA; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL DIFFERENCES; CULTURE CONTACT; *CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; *HUMAN RELATIONS; INTERMEDIATE GRADES; JUNIOR HIGH SCHOOL STUDENTS; *LEARNING ACTIVITIES; POLITICAL INFLUENCES; *SOCIAL STUDIES; SOCIAL STUDIES UNITS; UNITED STATES HISTORY

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 127P.

SIXTEEN SOCIAL STUDIES TEACHING UNITS FOR NAVAJO STUDENTS IN GRADES 5 THROUGH 8 ARE PRESENTED IN THIS CURRICULUM GUIDE. PURPOSE OF THE GUIDE IS TO PROMOTE THE NAVAJO CHILD'S UNDERSTANDING OF HOW HE INTERACTS WITH MEMBERS OF HIS NUCLEAR AND EXTENDED FAMILIES, WITH PEERS AND TEACHERS WITHIN THE SCHOOL, WITH MEMBERS OF COMMUNITIES LOCATED IN THE NAVAJO NATION, AND WITH PERSONS IN THE LARGER, PLURALISTIC AMERICAN SOCIETY. FOR EACH PROGRESSIVE GRADE LEVEL, UNITS EXTEND THE CONTEXT OF HUMAN RELATIONSHIPS. GRADE 5 IS CONCERNED WITH CULTURE CONTACT ON THE NORTH AMERICAN CONTINENT. CHANGING CULTURES IN BOTH THE WESTERN AND EASTERN HEMISPHERES ARE STUDIED IN GRADE 6. UNITED STATES HISTORY IS THE FOCUS OF GRADE 7, AND GRADE 8 DEALS WITH POLITICAL PROCESSES AND INSTITUTIONS. THROUGHOUT THE UNITS, THE CHILD STUDIES THE FAMILIAR NAVAJO CULTURE FIRST. OTHER CULTURES AND SETTINGS ARE USED TO DEVELOP THE SOCIAL SCIENCE GENERALIZATIONS AROUND WHICH THE UNITS ARE DEVELOPED. OBJECTIVES FOR EACH UNIT CONSIST OF 3 CATEGORIES: UNDERSTANDINGS OR KNOWLEDGE, ATTITUDES, AND SKILLS. THE CONTENT HAS BEEN CONVERTED INTO A SERIES OF PROBLEMS WITH MANY ACCOMPANYING DAILY ACTIVITIES WHICH CAN BE SELECTED AND MODIFIED BY THE TEACHER IN LIGHT OF PUPIL CHARACTERISTICS. OBJECTIVES FOR EACH UNIT WERE DEVELOPED FROM THE BUREAU OF INDIAN AFFAIRS' PUBLICATION "CURRICULUM NEEDS OF NAVAJO PUPILS." RELATED DOCUMENTS ARE RC 005 056 AND RC 005 057. (JH)

ACCESSION NUMBER: ED047346

PUBLICATION DATE: 20 MAY 69

TITLE: BIBLIOGRAPHY OF SPANISH AND SOUTHWESTERN INDIAN CULTURES LIBRARY BOOKS.

PERSONAL AUTHOR: HILLYER, MILDRED

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *CHILDRENS BOOKS; *ELEMENTARY SCHOOL LIBRARIES; ETHNIC GROUPS; LIBRARY TECHNICAL PROCESSES; *MEXICAN AMERICANS; NON ENGLISH SPEAKING

DESCRIPTIVE NOTE: 24P.

COMPILED TO ENCOURAGE SPANISH AND INDIAN-SPEAKING CHILDREN TO COMMUNICATE MEANINGFULLY IN ENGLISH, THE BIBLIOGRAPHY CITES BOOKS THAT PRESENT A FAMILIAR ENVIRONMENT AND ARE ABOUT FAMOUS AND SUCCESSFUL MEMBERS OF THEIR ETHNIC GROUPS. THE 239 BOOKS CITED WERE PUBLISHED BETWEEN 1926 AND 1968. SOME CITATIONS INCLUDE ANNOTATIONS, SUGGESTED AGE GROUPS, LIBRARY CLASSIFICATIONS, AND PRICES. IN ADDITION, THE COMPILER DESCRIBED HOW A FILE MAY BE DEVELOPED, MAINTAINED, AND KEPT CURRENT TO FACILITATE BOOK SELECTING, ORDERING, AND SHELVING. (AN)

ACCESSION NUMBER: ED047847

PUBLICATION DATE: APR 69

TITLE: COMMUNITY SCHOOL AT ROUGH ROCK.

PERSONAL AUTHOR: ERICKSON, DONALD A.; SCHWARTZ, HENRIETTA

DESCRIPTOR: *ACHIEVEMENT; *AMERICAN INDIANS; BILINGUAL EDUCATION; BOARDING SCHOOLS; COMMUNITY ROLE; *COMMUNITY SCHOOLS; COMMUNITY SURVEYS; CURRICULUM; *EDUCATION; *EVALUATION; INTERVIEWS; SCHOOL ADMINISTRATION; TEACHER CHARACTERISTICS

IDENTIFIER: *ROUGH ROCK DEMONSTRATION SCHOOL

DESCRIPTIVE NOTE: 333P.

THE OBJECTIVE OF THE EVALUATION OF ROUGH ROCK DEMONSTRATION SCHOOL (RRDS) ON THE NAVAJO RESERVATION WAS TO EXAMINE, IN TERMS OF ITS OWN STATED OBJECTIVES, THE SCHOOL'S ORGANIZATIONAL AND SOCIAL SYSTEM AS A WHOLE. CHAPTERS IN THE 1969 EVALUATION REPORT ARE "WHAT WE DID AND WHY," "THE SCHOOLS THAT WERE COMPARED," "COMMUNITY RELATIONSHIPS," "THE DORMITORIES," "PROGRAMS OF INSTRUCTION," "TEACHER CHARACTERISTICS AND CONCERNS," "PUPIL ATTITUDE AND ACHIEVEMENT," "HARBINGERS OF CHANGE," AND "GENERAL CONCLUSIONS." SCHOOLS INCLUDED IN THE COMPARATIVE STUDY WITH RRDS ARE ROCK POINT BOARDING SCHOOL, CHINLE BOARDING SCHOOL, AND CHINLE PUBLIC ELEMENTARY SCHOOL. AS STATED, THE MAIN COMPARISONS RELATE TO A CAREFULLY SELECTED SAMPLE OF PUPILS IN EACH SCHOOL (PUPIL CRITERIA ARE GIVEN FOR ALL 4 SCHOOLS). THE REPORT PROVIDES RESULTS OF INTERVIEWS HELD WITH TEACHERS, PARENTS, SCHOOL STAFF, AND OTHER COMMUNITY MEMBERS IN THE TARGET AREAS. AMONG THE FINDINGS, IT IS POINTED OUT THAT RRDS WAS BELIEVED TO BE A SUCCESSFUL EXPERIMENT IN INTRODUCING THE NEW CONCEPT OF INVOLVING INDIAN ADULTS TO EXERCISE AUTHORITY IN CONTROLLING THEIR OWN SCHOOL. HOWEVER, IT IS NOTED "THAT THE PRIMARY FOCUS OF ADMINISTRATORS (AT RRDS) SEEMED TO BE ON PUBLIC RELATIONS,...THAT THE SECONDARY EMPHASIS WAS ON AN EMPLOYMENT PROGRAM FOR LOCAL PEOPLE, AND THAT OTHER AFFAIRS OF THE SCHOOL WERE NEGLECTED" (SEE RC 005 062). NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (EL)

HC NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED047848

PUBLICATION DATE: 13 APR 60

TITLE: EMOTIONAL PROBLEMS OF INDIAN STUDENTS IN BOARDING SCHOOLS AND RELATED PUBLIC SCHOOLS.

PERSONAL AUTHOR: COBB, JOHN C., ED.

DESCRIPTOR: ADOLESCENCE; *AMERICAN INDIANS; *BOARDING SCHOOLS; *CONFERENCE REPORTS; CULTURAL DIFFERENCES; CULTURAL DISADVANTAGEMENT; EMOTIONAL ADJUSTMENT; FEDERAL PROGRAMS; *MENTAL HEALTH; PSYCHOLOGICAL NEEDS; *RESIDENTIAL SCHOOLS; SOCIAL ENVIRONMENT; SOCIAL INFLUENCES; STUDENT ADJUSTMENT; STUDENT BEHAVIOR; WORKSHOPS

DESCRIPTIVE NOTE: 77P.; WORKSHOP PROCEEDINGS AT THE ALBUQUERQUE INDIAN SCHOOL (APRIL 11-13, 1960), ALBUQUERQUE, NEW MEXICO

THE DOCUMENT CONTAINS WORKSHOP PROCEEDINGS ON EMOTIONAL AND MENTAL HEALTH PROBLEMS OF AMERICAN INDIANS ATTENDING BOARDING SCHOOLS AND RELATED PUBLIC SCHOOLS. NINE FORMAL PAPERS ARE INCLUDED: "AMERICAN INDIAN CULTURE IN TRANSITION," "SOURCES OF MENTAL STRESS IN INDIAN ACCULTURATION," "AVOIDANCE OF EMOTIONAL DISTURBANCES," "MENTAL HEALTH OF INDIAN BOARDING SCHOOL CHILDREN," "PSYCHOLOGICAL CONFLICTS OF ADOLESCENTS," "HELPING THE ADOLESCENT IN SCHOOL," "SCHOOL MENTAL HEALTH IN RESIDENTIAL PROGRAMS," AND "THE STRUCTURE AND DYNAMICS OF TREATMENT INSTITUTIONS." DISCUSSIONS HAVE BEEN SUMMARIZED, AND SALIENT POINTS ARE PLACED UNDER 1 OF THE FOLLOWING HEADINGS: DIFFERENCES BETWEEN TRIBES, SOME SOURCES OF CONFLICT, RECOMMENDATIONS, AND PROPOSALS FOR RESEARCH. THE 4-PART APPENDIX CONTAINS THE FOLLOWING PAPERS: "ESSENTIALS FOR EFFECTING SOCIAL CHANGE," "MENTAL HEALTH CONSIDERATIONS IN THE INDIAN BOARDING SCHOOL PROGRAM," "SCHOOL MENTAL HEALTH IN RESIDENTIAL PROGRAMS," AND "THE STRUCTURE AND DYNAMICS OF THE TREATMENT INSTITUTION." (LS)

ACCESSION NUMBER: ED047355

PUBLICATION DATE: 7 FEB 71

TITLE: BILINGUAL EDUCATION IN SAN JUAN COUNTY, UTAH: A CROSS CULTURAL EMPHASIS.

PERSONAL AUTHOR: COTTRELL, MILFORD C.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; ENGLISH (SECOND LANGUAGE); PARENT TEACHER COOPERATION; *PROGRAM EVALUATION; *SELF CONCEPT

DESCRIPTIVE NOTE: 25P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL CONVENTION, 4-7 FEBRUARY 1971, NEW YORK, NEW YORK

AN EXPERIMENTAL BILINGUAL PROGRAM WITH A BICULTURAL EMPHASIS WAS INITIATED IN 3 UTAH SCHOOLS: (1) TO PREVENT RETARDATION IN ACADEMIC AREAS BY PROVIDING INSTRUCTION IN ALL SUBJECT MATTER AREAS IN THE NATIVE LANGUAGE OF THE CHILD, (2) TO BUILD A POSITIVE SELF-IMAGE BY PROVIDING LESSONS ON THE HERITAGE OF THE NAVAJO PEOPLE AND BY DEVELOPING A BICULTURAL APPROACH IN WHICH TEACHERS FURNISH MODELS OF SUCCESSFUL CULTURAL SYNTHESIS, (3) TO DEVELOP CLOSER COMMUNICATION AND MUTUAL UNDERSTANDING BETWEEN PARENTS AND TEACHERS, AND (4) TO DEVELOP A CURRICULUM REFLECTING THE NEEDS OF A PEOPLE WITH A RICH CULTURAL HERITAGE WHO ARE FORCED TO MAKE ACCOMMODATIONS TO THE ECONOMICS OF ANOTHER CULTURE. STAFF TRAINING WAS CONDUCTED UNDER CONTRACT WITH BIRGHAM YOUNG UNIVERSITY USING PRE-SCHOOL AND BI-MONTHLY WORKSHOPS. STUDENTS PARTICIPATING IN THE PROGRAM RANGED IN AGE FROM 5 TO 7 YEARS AND WERE IN KINDERGARTEN OR FIRST GRADE. CURRICULUM CONTENT WAS THAT REQUIRED BY THE DISTRICT AND STATE, WITH THE EXCEPTIONS OF INSTRUCTION IN HISTORY AND CULTURE OF INDIANS (WITH AN EMPHASIS ON THE NAVAJO) AND THE INSTRUCTION OF ENGLISH AS A SECOND LANGUAGE. PROGRAM EVALUATION YIELDED THE CONCLUSIONS THAT: (1) THE BILINGUAL PROGRAM WAS ACCEPTED WITH ENTHUSIASM BY PARENTS, (2) CHILDREN IN BILINGUAL CLASSROOMS WERE MAINTAINING SELF-IMAGES AS POSITIVE AS NAVAJO CHILDREN WHO HAD BEEN MORE HIGHLY INTEGRATED INTO THE ANGLO CULTURE, AND (3) ACADEMIC ACHIEVEMENT OF NAVAJO CHILDREN IN BILINGUAL CLASSROOMS WAS EQUAL TO OR GREATER THAN THAT OF NAVAJO CHILDREN LIVING IN OR NEAR ANGLO COMMUNITIES. (JH)

ACCESSION NUMBER: ED047857

PUBLICATION DATE: FEB 71

TITLE: MORALE AND TEACHER SEPARATION AND RETENTION IN BUREAU OF INDIAN AFFAIRS SCHOOLS.

PERSONAL AUTHOR: LETCHWORTH, GEORGE A.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATION; EMPLOYMENT; INTERVIEWS; QUESTIONNAIRES; SCHOOLS; TEACHER CHARACTERISTICS; *TEACHER MORALE; *TEACHER PERSISTENCE; *WORK ATTITUDES

DESCRIPTIVE NOTE: 32P.; PAPER PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW YORK, FEBRUARY 1971

MORALE MAY VARY ALONG A CONTINUUM RANGING FROM DISSATISFACTION AND DECLINE IN PERFORMANCE TO A POINT WHERE THE INDIVIDUAL SEVERS THE EMPLOYEE RELATIONSHIP. THE PRESENT STUDY INVESTIGATED THOSE FACTORS THAT DIFFERENTIATE BETWEEN FIRST-YEAR TEACHERS WHO REMAIN FOR A SECOND YEAR AND THOSE WHO RESIGN AFTER 1 YEAR OF EMPLOYMENT WITH THE BUREAU OF INDIAN AFFAIRS SCHOOLS. THE UNDERLYING THEORETICAL MODEL WAS OF A CULTURAL-ROLE AND DISSONANCE VARIETY. THOSE INDIVIDUALS WHO HAD THE MOST INCONGRUENCY IN AREAS RELATED TO THEIR WORK ENVIRONMENTS WERE THE MOST LIKELY TO TERMINATE EMPLOYMENT. TERMINATION OF EMPLOYMENT WAS ALSO RELATED TO DOMINANT CAREER PATTERNS. A PRETEST-POSTTEST DESIGN WAS USED, AND DATA WERE COLLECTED BY MEANS OF QUESTIONNAIRES AND STRUCTURED INTERVIEWS. ANALYSIS OF QUESTIONNAIRES AND INTERVIEWS FOCUSED UPON ISOLATING THOSE ITEMS THAT DISCRIMINATED BETWEEN THE TEACHERS WHO REMAINED FOR A SECOND YEAR AND THOSE WHO RESIGNED AFTER 1 YEAR. ADDITIONAL ANALYSES WERE PERFORMED ON THE DATA, INVESTIGATING SOCIOLOGICAL AND ECOLOGICAL VARIABLES. PERSONAL, SOCIOLOGICAL, AND ECOLOGICAL VARIABLES RELATED TO TEACHER MOBILITY WERE ISOLATED. THE DISCRIMINATING VARIABLES WERE DISCUSSED IN LIGHT OF THEIR IMPLICATIONS FOR FURTHER RESEARCH ON TEACHER MORALE. (AUTHOR/EL)

ACCESSION NUMBER: ED047858

PUBLICATION DATE: 7 FEB 71

TITLE: AMERICAN INDIAN ETHNIC ATTITUDES IN RELATION TO SCHOOL ACHIEVEMENT.

PERSONAL AUTHOR: SCOON, ANNABELLE R.

DESCRIPTOR: ACCULTURATION; ACHIEVEMENT; *AMERICAN INDIANS; *ATTITUDES; *EDUCATION; *ENGLISH (SECOND LANGUAGE); *MOTIVATION; TESTS

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL CONVENTION, 4-7 FEBRUARY 1971, NEW YORK, NEW YORK

THE STUDY CHARACTERIZES AMERICAN INDIAN YOUTH AS BILINGUAL STUDENTS WHO HAVE NOT REACHED A HIGH LEVEL OF SKILL IN ENGLISH, THE LANGUAGE IN WHICH THEY ARE RECEIVING THEIR INSTRUCTION. IT IS POINTED OUT THAT THE METHODS EMPLOYED AND THE SPECIAL MATERIALS USED TO TEACH ENGLISH AS A SECOND LANGUAGE HAVE NOT BEEN SUCCESSFUL, PERHAPS AS A RESULT OF LACK OF MOTIVATION. IT IS NOTED THAT THERE ARE 2 SIGNIFICANT TYPES OF MOTIVATION IN SUCCESSFUL LANGUAGE LEARNING: (1) INSTRUMENTAL, IN WHICH THE STUDENT WISHES TO LEARN THE LANGUAGE IN ORDER TO MAKE SOME PARTICULAR USE OF IT, AND (2) INTEGRATIVE, THE MORE SUCCESSFUL OF THE 2 METHODS, IN WHICH THE STUDENT LEARNS IN ORDER TO BE ABLE TO KNOW THE WORLD OF THE OTHER LANGUAGE BETTER AND TO GROW CLOSER TO ITS SPEAKERS AND PERHAPS BE MORE LIKE THEM. IN ASSESSING THE POSSIBLE LEVEL OF INTEGRATIVE MOTIVATION, A SEMANTIC DIFFERENTIAL TEST WAS GIVEN TO 11TH AND 12TH GRADERS OF THE ALBUQUERQUE INDIAN SCHOOL. THESE 52 STUDENTS (33 BOYS AND 19 GIRLS) REPRESENTED 5 TRIBES: 18 NAVAJO, 21 MESCALERO APACHE, 9 RIO GRANDE PUEBLO, 2 ZUNI, AND 2 SOUTHERN UTE. ANALYSIS OF TEST RESULTS ON THE 19 CATEGORIES INCLUDED IN THE INSTRUMENT REFLECTED THAT THESE INDIAN STUDENTS INDICATED A DESIRE TO LEARN THE ENGLISH LANGUAGE BUT SHOWED LITTLE EVIDENCE OF BEING ATTRACTED TO OTHER ASPECTS OF ANGLO CULTURE. IT IS SUGGESTED THAT MORE TIME BE DEVOTED TO MAKING THE WORLD OF ENGLISH MORE FAMILIAR AND MORE ATTRACTIVE TO THE INDIAN STUDENT. (EL)

ACCESSION NUMBER: ED047859

PUBLICATION DATE: 8 SEP 70

TITLE: ARIZONA COMMISSION OF INDIAN AFFAIRS. ANNUAL REPORT 1969-70.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *ANNUAL REPORTS; *ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; EMPLOYMENT; GOVERNMENT ROLE; HEALTH PROGRAMS; SERVICES; *STATE PROGRAMS; WELFARE

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 40P.

THE ARIZONA COMMISSION OF INDIAN AFFAIRS, IN ITS ANNUAL REPORT FOR 1969-70, LISTS THE TRIBES AND THEIR POPULATIONS, THE COMMISSION'S MEMBERSHIP, AND LEGISLATIVE ADVISORY COMMITTEES AND CONSULTANTS. PROJECTS COMPLETED IN 1969-70 INCLUDED THE PRINTING AND DISTRIBUTION OF THE 1970 TRIBAL DIRECTORY, TAKING AND RELEASING THE PHOTOS OF ALL TRIBAL CHAIRMAN TO THE NEWS MEDIA, AND COMPILING THE BI-ANNUAL INDIAN LEGISLATIVE DIGEST. THE GOALS AND OBJECTIVES OF THE COMMISSION ARE INCLUDED IN THE REPORT IN TERMS OF ECONOMICS, EDUCATION, MANPOWER, HEALTH, SAFETY AND JUSTICE, NATURAL RESOURCES, GENERAL GOVERNMENT, AND TRANSPORTATION. THE APPENDIX CONTAINS REPORTS FROM COOPERATING STATE AND FEDERAL ORGANIZATIONS AND IS DIVIDED INTO 5 GENERAL AREAS: ECONOMICS, EDUCATION, EMPLOYMENT, HEALTH, AND WELFARE. (LS)

ACCESSION NUMBER: ED047860

PUBLICATION DATE: AUG 70

TITLE: INDIAN AMERICANS IN OMAHA AND LINCOLN.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: *AGENCY ROLE; ALCOHOLISM; *AMERICAN INDIANS; DEVELOPMENT; EDUCATION; *EMPLOYMENT; HEALTH; HOUSING; SERVICES; SOCIAL ATTITUDES; *SOCIOECONOMIC STATUS; *URBAN AREAS; URBAN POPULATION

IDENTIFIER: *NEBRASKA

DESCRIPTIVE NOTE: 64P.

THE STUDY FOCUSES ON AMERICAN INDIANS WHO HAVE MIGRATED TO URBAN CENTERS IN AN EFFORT TO ESCAPE CONDITIONS ON THE RESERVATIONS AND TO FIND EMPLOYMENT AND SEEK A BETTER LIFE. DISCUSSED IN THE STUDY ARE 6 TRIBES WHICH MAKE UP THE MAJORITY OF THE INDIAN POPULATION IN OMAHA AND LINCOLN, NEBRASKA: OMAHA, WINNEBAGO, SANTEE SIOUX, IOWA, PONCA, SAC, AND FOX (WITH THE MAJORITY OF INDIANS COMING FROM THE OMAHA AND WINNEBAGO INDIAN RESERVATIONS). THE DOCUMENT DISCUSSES PROBLEMATIC CONDITIONS WHICH THE INDIAN FACES IN THESE 2 CITIES AND REPORTS THE RESULTS OF QUESTIONNAIRES SENT TO AGENCIES IN THE OMAHA AND LINCOLN AREAS SEEKING INFORMATION ON THE EXTENT AND NATURE OF CONTACT WITH INDIANS AND ON THE GENERAL CONDITIONS OF INDIANS. IN KEEPING WITH THIS, ATTEMPTS TO HELP THE URBAN INDIAN THROUGH FEDERAL ASSISTANCE AND OTHER SERVICE AGENCIES ARE DISCUSSED. SEVEN APPENDICES ARE INCLUDED. (EL)

ACCESSION NUMBER: ED047863

PUBLICATION DATE: 69

TITLE: PROJECTS AND PEOPLE; ONTARIO INDIAN RESEARCH AND RELATED PROJECTS.

PERSONAL AUTHOR: BEVERIDGE, LOUISE, COMP.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; DEVELOPMENT; *DIRECTORIES; EDUCATION; *FEDERAL PROGRAMS; HEALTH; LINGUISTICS; *RESEARCH; *SOCIAL SCIENCES

IDENTIFIER: *CANADA

DESCRIPTIVE NOTE: 130P.

AN OVERVIEW OF CURRENT SOCIAL SCIENCE RESEARCH ON INDIANS OF ONTARIO, CANADA, IS PROVIDED IN THIS DOCUMENT COMPILED FOR THE ONTARIO ECONOMIC COUNCIL. AS STATED, THE PURPOSE OF THE REPORT IS TO INFORM INTERESTED PERSONS OF SUCH RESEARCH EITHER CURRENTLY IN PROGRESS OR PROPOSED. THE DOCUMENT PROVIDES INFORMATION ON AGENCIES, INSTITUTIONS, AND PEOPLE INVOLVED IN VARIOUS RESEARCH PROJECTS ON THE CANADIAN INDIANS, WHICH ARE BEING DONE NOT ONLY IN CANADA BUT ALSO IN THE UNITED STATES. (EL)

ACCESSION NUMBER: ED047867

PUBLICATION DATE: JAN 71

TITLE: AN EVEN CHANCE; A REPORT ON FEDERAL FUNDS FOR INDIAN CHILDREN IN PUBLIC SCHOOL DISTRICTS.

DESCRIPTOR: ACHIEVEMENT; *ADMINISTRATION; *AMERICAN INDIANS; ATTITUDES; DEMOGRAPHY; *EDUCATIONAL FINANCE; *EQUALIZATION AID; *FEDERAL AID; LEGISLATION; SOCIOECONOMIC STATUS

DESCRIPTIVE NOTE: 80P.

THE DOCUMENT REPORTS A STUDY OF FEDERAL FINANCIAL-ASSISTANCE PROGRAMS TO SCHOOLS WITH CONCENTRATIONS OF AMERICAN INDIAN CHILDREN. THE STUDY INVOLVED COLLECTING DATA BY INTERVIEWING STATE AND LOCAL OFFICIALS IN 60 SCHOOL DISTRICTS IN 8 STATES; INTERVIEWS WERE ALSO CONDUCTED WITH BUREAU OF INDIAN AFFAIRS AND OFFICE OF EDUCATION OFFICIALS IN WASHINGTON. IN ADDITION, 29 COMMUNITY SURVEYORS INTERVIEWED 445 INDIAN PARENTS WHOSE ADVICE AND ACTIVE PARTICIPATION WERE ESSENTIAL TO THE STUDY. THE DOCUMENT PROVIDES STATISTICAL DATA AND DISCUSSES INSTANCES WHEREIN SCHOOL DISTRICTS ARE ALLEGED TO HAVE MISUSED FEDERAL MONIES ALLOCATED FOR USE IN EDUCATING AMERICAN INDIAN CHILDREN. DISCUSSED ARE FEDERAL PROGRAMS SPECIFICALLY DESIGNED TO AID PUBLIC SCHOOLS IN EDUCATING INDIAN CHILDREN UNDER FUNDS FROM IMPACT AID LAWS - P.L. 874 AND P.L. 815, THE JOHNSON-O'MALLEY ACT OF 1934, AND TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. A CHAPTER IS ALSO DEVOTED TO INDIAN INVOLVEMENT WITH PUBLIC SCHOOLS. (EL)

AVAILABILITY: NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC., 1028 CONNECTICUT AVENUE, SUITE 510, WASHINGTON, D.C. 10019 ($1.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED047871

PUBLICATION DATE: 69

TITLE: PERFORMANCE OF SENIOR HIGH SCHOOL INDIANS AND ADULT INDIAN GROUPS IN NEW MEXICO ON THE GENERAL APTITUDE TEST BATTERY, 1968-1969.

PERSONAL AUTHOR: WALLACE, GILBERT A.; THOMAS, SUSAN L.

DESCRIPTOR: ADULTS; AGE DIFFERENCES; *AMERICAN INDIANS; *APTITUDE TESTS; EDUCATION; *EMPLOYMENT SERVICES; HIGH SCHOOL GRADUATES; LABOR FORCE; MANPOWER UTILIZATION; *OCCUPATIONAL INFORMATION; SEX DIFFERENCES; TESTING; *VOCATIONAL APTITUDE

DESCRIPTIVE NOTE: 95P.

PURPOSES OF THE RESEARCH WERE (1) TO GATHER DATA TO PROVIDE OCCUPATIONAL AND EMPLOYMENT COUNSELORS WITH STATISTICAL DATA ON EMPLOYMENT AND OCCUPATIONAL-APTITUDINAL INFORMATION ON NEW MEXICO INDIANS AND (2) TO COLLECT DATA CONCERNING WORKERS' APTITUDINAL CHARACTERISTICS FREQUENTLY NEEDED BY PRIVATE INDUSTRY AS CRITERIA FOR DETERMINING PLANT LOCATION ON INDIAN LAND. IN KEEPING WITH THESE OBJECTIVES, THE NEW MEXICO STATE EMPLOYMENT SERVICE SURVEYED 145 HIGH SCHOOL GRADUATING SENIORS AND 438 ADULTS ENTERING OR SEEKING ENTRY INTO THE LABOR MARKET. MOST INDIVIDUALS IN THE SAMPLE WERE LIVING WITHIN OR NEAR THE FOLLOWING GOVERNMENT RESERVATIONS: ACOMA, COCHITI, LAGUNA, SAN FELIPE, SANTA ANA, SANTO DOMINGO, ZUNI PUEBLOS, AND NAVAJO. THE INSTRUMENT UTILIZED WAS THE GENERAL APTITUDE TEST BATTERY (GATB), WHICH ESTABLISHED THE OCCUPATIONAL APTITUDE PATTERNS. AFTER DISCUSSIONS OF VARIOUS ASPECTS OF THE GATB, THE DOCUMENT PROVIDES TABLES AND HISTOGRAMS REFLECTING THE PROFILES FOR THE INDIAN GROUPS SURVEYED. (EL)

ACCESSION NUMBER: ED047872

PUBLICATION DATE: MAR 71

TITLE: MANUAL FOR PROVIDING LIBRARY SERVICES TO INDIANS AND MEXICAN AMERICANS.

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; *CULTURAL AWARENESS; ENRICHMENT PROGRAMS; GUIDELINES; *LIBRARY EDUCATION; LIBRARY MATERIALS; LIBRARY PLANNING; *LIBRARY SERVICES; *MEXICAN AMERICANS; RESOURCE MATERIALS; RURAL SCHOOLS; SUMMER INSTITUTES

DESCRIPTIVE NOTE: 60P.; MANUAL PREPARED BY PARTICIPANTS OF THE "INSTITUTE TO TRAIN SCHOOL AND PUBLIC LIBRARIANS TO WORK IN COMMUNITIES WITH LARGE NUMBERS OF MEXICAN AMERICANS AND/OR INDIANS." NEW MEXICO STATE UNIV., LAS CRUCES JUN. 8-JUL. 3, 1970

THE MANUAL WAS COMPILED BY PARTICIPANTS OF AN INSTITUTE DESIGNED TO TRAIN LIBRARIANS TO WORK WITH AMERICAN INDIANS AND MEXICAN AMERICANS. INFORMATION IS PROVIDED TO AID LIBRARY PERSONNEL IN UNDERSTANDING THE CULTURAL BACKGROUNDS OF THESE MINORITY GROUPS. CRITERIA FOR SELECTING BOOKS FOR AND ABOUT MEXICAN AMERICANS AND INDIANS ARE INCLUDED, AS WELL AS READER'S INTEREST AND LIBRARY-INTEREST FORMS. CRITERIA FOR JUDGING LIBRARY SERVICES TO RURAL AND SMALL COMMUNITIES ARE ALSO GIVEN. IMPLEMENTATION OF LIBRARY SERVICES IS DISCUSSED IN TERMS OF THE LIBRARY, THE STUDENT-LIBRARIAN RELATIONSHIP, THE TOTAL SCHOOL, THE COMMUNITY, AND STATE AND NATIONAL ACTIVITIES. LISTS OF BIBLIOGRAPHIES ON INDIANS, MEXICAN AMERICANS, AND BOTH INDIANS AND MEXICAN AMERICANS ARE INCLUDED, AND EACH ENTRY IS CODED FOR INTEREST AND USE LEVEL. SUPPLEMENTARY READING MATERIALS FOR CULTURAL ENRICHMENT ARE LISTED FOR BOTH MEXICAN AMERICANS AND INDIANS, AND THESE ARE ALSO CODED BY INTEREST LEVEL. RESOURCE MATERIALS SUCH AS FILMS, RECORDS, MAGAZINES, AND NEWSPAPERS ARE CITED, AND A DIRECTORY OF SOURCES CONCLUDES THE DOCUMENT. (LS)

AVAILABILITY: NEW MEXICO STATE UNIVERSITY, BOX 3AP, LAS CRUCES, NEW MEXICO 88001 ($1.00)

ACCESSION NUMBER: ED047873

PUBLICATION DATE: DEC 70

TITLE: THE VALIDITY OF RATING SCALES AND INTERVIEWS FOR EVALUATING INDIAN EDUCATION; PERCEPTIONS OF INDIAN EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 8, FINAL REPORT.

PERSONAL AUTHOR: BIRCHARD, BRUCE A.

DESCRIPTOR: *AMERICAN INDIANS; EDUCATION; *EVALUATION; *INTERVIEWS; NATIONAL SURVEYS; QUESTIONNAIRES; *RATING SCALES; RESEARCH; *VALIDITY

DESCRIPTIVE NOTE: 10P.

AS PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS REPORT ASSESSED THE VALIDITY OF THE ANALYSIS OF INTERVIEW AND QUESTIONNAIRE DATA OBTAINED. WITH SOME SIGNIFICANT EXCEPTIONS, AGREEMENT WAS GOOD BETWEEN THE RATING SCALE AND QUESTIONNAIRE ANALYSIS AND THE FIELD WORKERS' OBSERVATIONS ON RANKING AND COMPARING THE 4 SCHOOLS: 3 PUBLIC SCHOOLS SERVING INDIAN COMMUNITIES ON THE OLYMPIC PENINSULA IN WASHINGTON AND 1 STATE-OPERATED SCHOOL IN BETHEL, ALASKA. (SEE OTHER PAPERS IN SERIES IV OF THE NATIONAL STUDY, ESPECIALLY NUMBERS 1, 7, 9, 10, 11, AND 12.) DISCREPANCIES REVEALED IN COMPARISON OF RESULTS FROM THE 2 TYPES OF EVALUATION WERE THAT (1) IN EVALUATING PARENTAL OPINIONS OF THE SCHOOL ADMINISTRATION IN THE SCHOOLS, THE FIELD TEAM WAS IN MARKED DISAGREEMENT WITH THE SCALE RESULTS; (2) IN RANKING THE 4 SCHOOLS ACCORDING TO THE TEACHERS' "UNDERSTANDING OF THE LOCAL INDIAN COMMUNITY," THERE WAS NO AGREEMENT ON THE RANKING OF 3 OF THE 4 SCHOOLS; (3) THE SCALES SOMETIMES FAILED TO DIFFERENTIATE BETWEEN SCHOOLS WHERE THE FIELD WORKERS FELT THEY COULD; AND (4) THE FIELD WORKERS SOMETIMES FELT THAT NO MEANINGFUL DIFFERENTIATION BETWEEN, OR RANKING OF, SCHOOLS COULD BE DONE WHERE IT HAD BEEN DONE WITH THE SCALE RESULTS. A FINAL CONCLUSION WAS THAT FIELD WORKERS NEED TO ADD THEIR OBSERVATIONS AND INTERPRETATIONS TO THE RESULTS OF THE INTERVIEW AND QUESTIONNAIRE ANALYSIS IN PREPARING THE REPORTS OF THIS STUDY. (LS)

ACCESSION NUMBER: ED047374

PUBLICATION DATE: 70

TITLE: LAGUNA INDIAN RESERVATION AND ACOMA INDIAN RESERVATION, LAGUNA-ACOMA JUNIOR AND SENIOR HIGH SCHOOL: COMMUNITY BACKGROUND REPORTS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 16, FINAL REPORT.

PERSONAL AUTHOR: CHILCOTT, JOHN H.; GARCIA, JEFRY P.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CHARACTERISTICS; DEMOGRAPHY; ECONOMIC CLIMATE; EDUCATIONAL FACILITIES; *NATIONAL SURVEYS; POPULATION DISTRIBUTION; *RESERVATIONS (INDIAN); RURAL AREAS; SCHOOL COMMUNITY RELATIONSHIP; *SECONDARY SCHOOLS

DESCRIPTIVE NOTE: 11P.

LOCATION, CLIMATE, POPULATION, ECONOMY, GOVERNMENT, AND SOCIAL CONDITIONS OF THE LAGUNA AND ACOMA INDIAN RESERVATIONS IN NEW MEXICO ARE DISCUSSED IN THIS COMMUNITY BACKGROUND REPORT. IN ADDITION, EDUCATION IS DISCUSSED IN TERMS OF THE LAGUNA-ACOMA JUNIOR AND SENIOR HIGH SCHOOL; THIS SCHOOL, WHICH SERVES STUDENTS IN GRADES 7 THROUGH 12 FROM BOTH RESERVATIONS, IS OPERATED AS A PUBLIC SCHOOL AND IS FINANCED BY BOTH FEDERAL AND STATE GOVERNMENTS. THE SCHOOL'S ORGANIZATION, STAFF, CURRICULUM, STUDENT POPULATION, PHYSICAL PLANT, AND RELATIONSHIPS WITH THE COMMUNITY ARE DESCRIBED. MAPS OF THE AREA ARE APPENDED. (JH)

ACCESSION NUMBER: ED047875

PUBLICATION DATE: DEC 70

TITLE: HOW INDIAN STUDENTS AND PARENTS EVALUATE THEIR SCHOOLS; PERCEPTIONS OF INDIAN EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 11, FINAL REPORT.

PERSONAL AUTHOR: BIRCHARD, BRUCE A.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; COMMUNITY LEADERS; *EDUCATION; EVALUATION; *NATIONAL SURVEYS; *PARENT ATTITUDES; SCHOOLS; *STUDENT OPINION; TEACHERS

DESCRIPTIVE NOTE: 22P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT REPORTED ON INDIAN STUDENTS' AND PARENTS' PERCEPTIONS OF THE EDUCATIONAL SYSTEM IN THEIR COMMUNITIES, AS WELL AS ON THE OBSERVATIONS OF 150 INDIAN AND NON-INDIAN COMMUNITY LEADERS. RESULTS OF THE VARIOUS SCALES INDICATED THAT FEW OF THE 27 SCHOOLS STUDIED WERE HEAVILY CRITICIZED BY THE STUDENTS AND PARENTS; 9 OF THE 27 SCHOOLS DREW FAVORABLE RESPONSES FROM THE STUDENTS IN TERMS OF THE SCHOOL RESPONDING TO STUDENT NEEDS. IT WAS NOTED THAT THE MORE ACCULTURATED STUDENTS HAD A BETTER BASIS FOR EVALUATING THEIR SCHOOLS, WHILE MOST INDIAN PARENTS HAD A POOR BASIS FOR CRITICALLY EVALUATING THEIR SCHOOLS COMPARED WITH COLLEGE-EDUCATED MIDDLE- AND UPPER-CLASS AMERICANS. THE MAJORITY OF THE 700 ADULTS INTERVIEWED, LIKE MOST AMERICANS, ACCEPTED THE SCHOOLS THAT SERVED THEM AS BEING ADEQUATE OR GOOD. THE STRONGEST CRITICISMS OF SCHOOLS FOR INDIANS WERE VOICED BY COMMUNITY LEADERS AND OTHER INFLUENTIAL PEOPLE. IT WAS FELT THAT THE SHORT TIME-SPAN GIVEN TO THE STUDY AND CONCEALMEANT OF NEGATIVE FEELINGS BY THE INDIANS (WHEN TALKING TO STRANGERS) MIGHT HAVE CONTRIBUTED TO THE LACK OF CRITICISM IN MANY OF THE INDIAN COMMUNITIES. (EL)

ACCESSION NUMBER: ED047876

PUBLICATION DATE: JUN 67

TITLE: THE PLANNING PROCESS ON THE PINE RIDGE AND ROSEBUD SIOUX INDIAN RESERVATIONS IN SOUTH DAKOTA: A COMPARATIVE ANALYSIS.

PERSONAL AUTHOR: BROWN, RICHARD ELLSWORTH

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; COMMUNITY INVOLVEMENT; CULTURE CONFLICT; DEMOGRAPHY; ECONOMIC CLIMATE; ENVIRONMENTAL INFLUENCES; FEDERAL GOVERNMENT; IMPROVEMENT PROGRAMS; *PLANNING; *POLITICAL INFLUENCES; *RESERVATIONS (INDIAN)

DESCRIPTIVE NOTE: 133P.; MASTER'S THESIS SUBMITTED TO UNIVERSITY OF SOUTH DAKOTA, VERMILLION, SOUTH DAKOTA

A COMPARATIVE ANALYSIS OF THE PLANNING PROCESSES ON THE PINE RIDGE AND ROSEBUD SIOUX INDIAN RESERVATIONS IN SOUTH DAKOTA IS PRESENTED IN THIS MASTER'S THESIS. THE PLANNING PROCESS IS BASICALLY THE SAME AS IS UTILIZED IN PLANNING FOR A CITY, COUNTY, OR REGION, BUT THE PROBLEMS FACING RESERVATION PLANNING BODIES ARE GREATER DUE TO THE GREATER INCIDENCE OF UNEMPLOYMENT, UNDEREMPLOYMENT, SUBSTANDARD HOUSING, LOW FAMILY INCOMES, ILLITERACY, AND GENERAL POVERTY ON THE RESERVATIONS. ENVIRONMENTAL FACTORS WHICH AUGMENT DIFFERENCES BETWEEN INDIAN AND NON-INDIAN PLANNING ARE THE INDIAN CULTURAL AND VALUE SYSTEM AND THE UNIQUE LEGAL RELATIONSHIP BETWEEN THE FEDERAL GOVERNMENT AND INDIAN TRIBES. PRIORITIES IN RESERVATION PROGRAMS TEND TO BE DECIDED BY FEDERAL AGENCIES ON THE BASIS OF AVAILABLE FUNDS. TRIBAL GOVERNMENTS DESIRE TO ESTABLISH PRIORITIES ON THE BASIS OF NEED. ROSEBUD, WITH A STABLE TRIBAL GOVERNMENT, HAS BEEN ABLE TO PROGRESS TOWARD RESERVATION DEVELOPMENT AND IMPROVEMENT IN A CONTINUOUS AND ORDERLY FASHION; HOWEVER, ON THE PINE RIDGE RESERVATION, INTERNAL POLITICAL DIFFERENCES AND PERSONALITY CONFLICTS HAVE CAUSED POLITICAL INSTABILITY WHICH HAS ADVERSELY AFFECTED THE PLANNING PROCESS. SINCE PROGRAM FAILURES ON THE PINE RIDGE RESERVATION (AND TO A LESSER EXTENT ON THE ROSEBUD RESERVATION) WERE PARTIALLY THE RESULT OF INDIAN NON-INVOLVEMENT, SUCCESSFUL RESERVATION DEVELOPMENT SHOULD BE BASED ON A PHILOSOPHY OF MUTUAL INVOLVEMENT AND MUTUAL CONSENT PREMISED ON THE ASSUMPTION THAT INDIAN PEOPLE WANT TO BE INTIMATELY INVOLVED IN AFFAIRS WHICH AFFECT THEIR OWN WELFARE. (JH)

AVAILABILITY: INTER-LIBRARY LOAN FROM THE UNIVERSITY OF SOUTH DAKOTA, VERMILLION, SOUTH DAKOTA
DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED047877

PUBLICATION DATE: 27 JUL 66

TITLE: INDIAN RESIDENT SURVEY.

PERSONAL AUTHOR: PEACOCK, EUGENE G.

DESCRIPTOR: *AMERICAN INDIANS; CITY DEMOGRAPHY; *EDUCATION; EMPLOYMENT PROBLEMS; LIVING STANDARDS; LOW INCOME GROUPS; SERVICES; *SOCIOECONOMIC STATUS; *SURVEYS; *URBAN POPULATION

IDENTIFIER: *MINNESOTA

DESCRIPTIVE NOTE: 13P.

THE 1966 RESIDENT SURVEY WAS CONDUCTED TO GAIN DEFINITE INFORMATION ON THE NUMBERS AND LOCATIONS OF INDIAN RESIDENTS OF DULUTH, MINNESOTA. THE REPORT FOCUSES ON THE SOCIOECONOMIC CONDITIONS OF THE 160 INDIAN FAMILIES SURVEYED. LACK OF EDUCATION WAS REPORTED TO BE ONE OF THE MAIN PROBLEMS; ONLY 7% OF THE CITY'S INDIAN POPULATION HAD COMPLETED HIGH SCHOOL. IN ADDITION, DULUTH INDIANS GENERALLY HAD POOR WORK RECORDS AS A RESULT OF PART-TIME EMPLOYMENT AND/OR PERSONAL PROBLEMS. SUBSTANDARD LIVING CONDITIONS EXISTED FOR THE INDIANS DUE TO THE FACT THAT THE FAMILIES SURVEYED HAD ANNUAL INCOMES OF LESS THAN $3,000. STATISTICS REGARDING THE POPULATION ARE GIVEN IN THE AREAS OF MARITAL STATUS, EDUCATION, EMPLOYMENT AND INCOME STATUS, HOUSING, AND MEDICAL INSURANCE. RECOMMENDATIONS FOR IMPROVED SERVICES FOR THE INDIANS OF DULUTH ARE GIVEN, AND THE SURVEY INSTRUMENT IS APPENDED. (EL)

ACCESSION NUMBER: ED047879

PUBLICATION DATE: DEC 70

TITLE: ATTITUDES TOWARD INDIAN CULTURE AND ITS INCORPORATION IN THE SCHOOL CURRICULUM: STUDENTS, PARENTS, TEACHERS, AND COMMUNITY LEADERS; PERCEPTIONS OF INDIAN EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 10, FINAL REPORT.

PERSONAL AUTHOR: BIRCHARD, BRUCE A.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ATTITUDES; COMMUNITY LEADERS; COMMUNITY ROLE; *CURRICULUM ENRICHMENT; *EDUCATION; LANGUAGE ROLE; *NATIONAL SURVEYS; SCHOOLS; SURVEYS; TEACHERS

DESCRIPTIVE NOTE: 14P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS DOCUMENT REPORTED ON THE PERCEPTIONS AND ATTITUDES OF INDIAN STUDENTS, PARENTS, TEACHERS, AND COMMUNITY LEADERS TOWARD INDIAN CULTURE AND ITS INCORPORATION IN THE SCHOOL CURRICULUM IN THEIR RESPECTIVE COMMUNITIES. ATTITUDES WERE ASCERTAINED USING VARIOUS SCALES. RESULTS INDICATED A GENERAL CONSENSUS AMONG RESPONDENTS THAT SOME ASPECTS OF TRIBAL AND/OR INDIAN HISTORY AND/OR CULTURE SHOULD BE TAUGHT IN THE SCHOOLS IN SOME WAY. A MAJORITY OF STUDENTS AND PARENTS ALSO EXPRESSED INTEREST IN MAKING IT POSSIBLE FOR CHILDREN TO LEARN OR USE THE TRIBAL LANGUAGE IN SCHOOL. INDIAN PARENTS IN MOST COMMUNITIES AGREED THAT THEIR RESPECTIVE SCHOOLS IGNORE THE INDIAN OR TRIBAL HERITAGE. ASIDE FROM THESE CONCERNS, IT WAS FELT BY THE RESPONDENTS THAT THE ROLE OF THE SCHOOL IS TO PREPARE INDIAN STUDENTS FOR EMPLOYMENT IN THE DOMINANT ECONOMY AND FOR SUCCESSFUL LIVES IN THE SOCIOCULTURAL MAINSTREAM. (EL)

ACCESSION NUMBER: ED047885

PUBLICATION DATE: JUL 68

TITLE: ORIENTATION, PRE-SCHOOL AND PRE-KINDERGARTEN SUMMER PROGRAMME FOR INDIAN CHILDREN.

PERSONAL AUTHOR: GALLOWAY, C.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CONCEPT FORMATION; ELEMENTARY SCHOOL STUDENTS; *LANGUAGE DEVELOPMENT; *PERCEPTUAL DEVELOPMENT; PRESCHOOL CHILDREN; *PRESCHOOL PROGRAMS; PROGRAM DESCRIPTIONS; READING INSTRUCTION; SELF CONCEPT; SUMMER PROGRAMS; TEACHER AIDES; VERBAL DEVELOPMENT

IDENTIFIER: *VANCOUVER ISLAND

DESCRIPTIVE NOTE: 50P.

THE UNIVERSITY OF VICTORIA AND THE CANADIAN DEPARTMENT OF INDIAN AFFAIRS SPONSORED A 4-WEEK PREKINDERGARTEN, PRESCHOOL, AND ORIENTATION PROGRAM FOR INDIAN CHILDREN LIVING ON 4 RESERVES IN THE SOUTHERN REGION OF VANCOUVER ISLAND. THE 3 GROUPS OF CHILDREN SERVED WERE 4- AND 5-YEAR-OLDS (PREKINDERGARTEN), 5- AND 6-YEAR-OLDS (PRESCHOOL), AND 7- THROUGH 13-YEAR-OLDS (ORIENTATION WITH EMPHASIS ON INDIVIDUALIZED ORAL READING AND "GAMES" GEARED TO PROCESSING INFORMATION AT LEVELS OTHER THAN MEMORY). GENERAL GOALS FOR THE OVERALL PROGRAM FOCUSED ON 3 BEHAVIORAL DOMAINS. IN THE COGNITIVE DOMAIN, ATTENTION WAS FOCUSED ON INCREASING THE QUALITY AND QUANTITY OF VERBALIZATION PATTERNS; ON EXTENDING KNOWLEDGE OF ENGLISH LANGUAGE STRUCTURE; ON INCREASING ABILITY TO COMPREHEND AND APPLY INFORMATION; AND ON ENABLING THE CHILDREN TO ANALYZE, SYNTHESIZE, AND EVALUATE ON THE BASIS OF KNOWLEDGE GAINED. IN THE AFFECTIVE AREA, ACTIVITIES WERE DESIGNED TO INCREASE THE ABILITY TO RECEIVE AND ATTEND TO RELEVANT STIMULI; TO RESPOND APPROPRIATELY AND EFFECTIVELY IN SPECIFIC SITUATIONS; TO GAIN SELF-CONFIDENCE; AND TO DEVELOP AN INCREASING AWARENESS OF, AND INTEREST IN, BOOKS AND READING. IN THE PSYCHOMOTOR DOMAIN, BOTH INDOOR AND OUTDOOR ACTIVITIES WERE STRUCTURED TO ENABLE PUPILS TO REFINE PERCEPTUAL SKILLS AND TO INCREASE PROFICIENCIES IN BOTH GROSS AND FINE MOTOR ABILITIES. PROGRAM EVALUATION CONSISTED OF PUPIL ASSESSMENT BY FACULTY MEMBERS AND TEACHING AIDES. SOME OF THE MORE EVIDENT TRENDS ARE NOTED IN THE DOCUMENT, AND TABLES PROVIDE STATISTICAL SUPPORT FOR THE FINDINGS. (JH)

ACCESSION NUMBER: EJ018086

PUBLICATION DATE: 70 W

TITLE: SQUATTERS IN CANADA'S NORTHLAND: AN APPRAISAL

PERSONAL AUTHOR: BUCKSAR, RICHARD G.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY PROBLEMS; *ESKIMOS; HOUSING; *IMMIGRANTS; LIVING STANDARDS; SOCIAL PROBLEMS

IDENTIFIER: *CANADA

LOOKS AT 3 SQUATTER COMMUNITIES IN AN ATTEMPT TO DRAW UPON SIMILARITIES AND DIFFERENCES IN SQUATTER COMMUNITIES AND THE PROBLEMS WHICH DEVELOP. (SW)

JOURNAL CITATION: NORTHIAN; 6; 4; 15-21

ACCESSION NUMBER: EJ019390

PUBLICATION DATE: 70 SPR

TITLE: RESURGENT PATRONAGE AND LAGGING BUREAUCRACY IN A PAPAGO OFF-RESERVATION COMMUNITY

PERSONAL AUTHOR: WADDELL, JACK O.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL INTERRELATIONSHIPS; *EMPLOYER EMPLOYEE RELATIONSHIP; EMPLOYMENT; *INDUSTRIALIZATION; MINORITY GROUPS; *SOCIAL ADJUSTMENT; SOCIOECONOMIC INFLUENCES

IDENTIFIER: ARIZONA; *PAPAGO

JOURNAL CITATION: HUM ORGAN; 29; 1; 37-42

ACCESSION NUMBER: EJ019658

PUBLICATION DATE: 69 DEC

TITLE: CREATIVE WRITING IN BIA SCHOOLS

PERSONAL AUTHOR: POVEY, JOHN

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BILINGUAL EDUCATION; *CREATIVE WRITING; *ENGLISH (SECOND LANGUAGE); SECOND LANGUAGES; SELF CONCEPT; *WRITING SKILLS

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS; BIA

DISCUSSES A NEW CREATIVE WRITING PROGRAM WHICH, BY ENCOURAGING INDIANS TO ADAPT ENGLISH TO THEIR OWN NEEDS AND PURPOSES, AIMS AT PRODUCING "ARDENT AND LITERATE MEN WHO CAN ASSERT THE DIGNITY AND VALIDITY OF THEIR HERITAGE TO THE SURROUNDING WORLD OF THE ANGLO CULTURE." PRESENTED AT THE TESOL CONVENTION, MARCH 1969. (FWB)

JOURNAL CITATION: TESOL QUART; 3; 4; 305-308

ACCESSION NUMBER: EJ021330

PUBLICATION DATE: JUN '70

TITLE: FROM UGH TO HOW

PERSONAL AUTHOR: RHEA, WENDY

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION (THOUGHT TRANSFER); COUNSELING EFFECTIVENESS; *COUNSELING SERVICES; COUNSELOR ROLE; *EMPLOYMENT; *EMPLOYMENT SERVICES; *JOB PLACEMENT; JOB SATISFACTION; MINORITY GROUPS

FROM PERSONAL EXPERIENCE, AUTHOR STRESSES GREAT NEED TO TREAT INDIANS AND THEIR PROBLEMS WITH INDIVIDUALIZED RESPONSES, RATHER THAN WITH ¬MIDDLE CLASS, IVORY TOWER" APPROACHES. (CJ)

JOURNAL CITATION: J EMPLOYMENT COUNSELING; 7; 2; 49-52

ACCESSION NUMBER: EJ021674

PUBLICATION DATE: APR '70

TITLE: A SEMANTICALLY BASED SKETCH OF ONONDAGA

PERSONAL AUTHOR: CHAFE, WALLACE L.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; DIAGRAMS; GENERATIVE GRAMMAR; *LANGUAGE CLASSIFICATION; *LANGUAGE RESEARCH; MORPHOLOGY; *SEMANTICS; SURFACE STRUCTURE; VERBS

IDENTIFIER: *ONONDAGA

COPIES AVAILABLE FOR $3.00 FROM DEPARTMENT OF ANTHROPOLOGY, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (DS)

JOURNAL CITATION: INT J AMER LING SUPPL; 36; 2; 1-91

ACCESSION NUMBER: EJ021703

PUBLICATION DATE: JAN '70

TITLE: INDIAN LANGUAGES AT HASKELL INSTITUTE

PERSONAL AUTHOR: KINKADE, M. DALE

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; ENGLISH (SECOND LANGUAGE); LANGUAGE; LINGUISTICS; NAVAHO; PROFICIENCY; QUESTIONNAIRES; *SURVEYS; *TABLES (DATA)

IDENTIFIER: *HASKELL INSTITUTE

INDICATES TRENDS IN THE DISAPPEARANCE OF INDIAN LANGUAGES. (DS)

JOURNAL CITATION: INT J AMER LING; 36; 1; 46-52

ACCESSION NUMBER: EJ021896

PUBLICATION DATE: MAY '70

TITLE: INDIANS ARE MINORITIES, TOO

PERSONAL AUTHOR: MCMULLEN, JOHN

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ETHNIC GROUPS; MINORITY GROUPS

JOURNAL CITATION: CATH LIBR WORLD; 41; 9; 572-574

ACCESSION NUMBER: EJ022311

PUBLICATION DATE: SPR '70

TITLE: THE EVOLUTION OF PARENTAL CONTROL OF SCHOOLS ON AN INDIAN RESERVATION

PERSONAL AUTHOR: STOUT, IRVING W.

DESCRIPTOR: *AMERICAN INDIANS; *BOARD OF EDUCATION ROLE; CIVIL RIGHTS; *COMMUNITY INVOLVEMENT; EDUCATIONAL OBJECTIVES; LEGISLATION; *PARENT PARTICIPATION

IDENTIFIER: *NAVAJO TRIBAL EDUCATION COMMITTEE

JOURNAL CITATION: CONTEMP INDIAN AFF; 1; 1; 51-8

ACCESSION NUMBER: EJ022336

PUBLICATION DATE: SUM '70

TITLE: CULTURAL DIFFERENCE AS THE BASIS FOR CREATIVE EDUCATION

PERSONAL AUTHOR: NEW, LLOYD

DESCRIPTOR: *AMERICAN INDIANS; ART; *CREATIVE ACTIVITIES; *CULTURAL ENRICHMENT; PILOT PROJECTS; *SELF CONCEPT; STUDENT MOTIVATION; *VALUES

IDENTIFIER: INSTITUTE OF AMERICAN INDIAN ARTS

REPRINTED FROM ¬NATIVE AMERICAN ARTS," 1, PUBLISHED BY THE U. S. DEPARTMENT OF INTERIOR, WASHINGTON, D.C. (LS)

JOURNAL CITATION: NORTHIAN; 7; 2; 16-21

ACCESSION NUMBER: EJ022337

PUBLICATION DATE: SPR '70

TITLE: FROM THE SOULS OF CHILDREN. ROBERT ALLER, ARTIST, TEACHER, PERSON

PERSONAL AUTHOR: LAWTON, ERNIE

DESCRIPTOR: *AMERICAN INDIANS; ARTISTS; *CHILDREN; *CREATIVE ART; *EDUCATIONAL INNOVATION; MOTIVATION TECHNIQUES; SCULPTURE; *STUDENT TEACHER RELATIONSHIP; TEACHER CHARACTERISTICS; TEACHING METHODS

JOURNAL CITATION: NORTHIAN; 7; 1; 9-11

ACCESSION NUMBER: EJ022584

PUBLICATION DATE: JUL-AUG '70

TITLE: WHAT THE NAVAJO NATION NEEDS

PERSONAL AUTHOR: MCKENZIE, TAYLOR

DESCRIPTOR: *AMERICAN INDIANS; BILINGUALISM; COMMUNITY CONTROL; *COMMUNITY DEVELOPMENT; *CULTURE CONFLICT; EDUCATION; HOSPITALS; OCCUPATIONAL ASPIRATION; *PROFESSIONAL EDUCATION

IDENTIFIER: *NAVAHO INDIANS

ADVOCATES THAT THE NAVAHO NATION TURN ITS FULLEST ATTENTION TO INCREASING THE DEVELOPMENT AND RETENTION OF NATIVE BRAIN POWER VIA COMMUNITY CONTROL OF SCHOOLS AND HOSPITALS AND THE ENCOURAGEMENT OF YOUTH IN CHOOSING PROFESSIONAL TRAINING AND CAREERS. (JM)

JOURNAL CITATION: INTEGRATED EDUC; 8; 4; 26-31

ACCESSION NUMBER: EJ022701

PUBLICATION DATE: SPR '70

TITLE: A SUCCESS STORY IN LAY LEADERSHIP

PERSONAL AUTHOR: COLLEY, ANN

DESCRIPTOR: *AMERICAN INDIANS; CONSUMER EDUCATION; *EXTENSION EDUCATION; FEMALES; FOODS INSTRUCTION; *HOME ECONOMICS EDUCATION; *LAY TEACHERS; LEADERSHIP QUALITIES; SEWING INSTRUCTION

IDENTIFIER: *CANADA

JOURNAL CITATION: NORTHIAN; 7; 1; 28-9

ACCESSION NUMBER: EJ022702

PUBLICATION DATE: SPR '70

TITLE: ISSUES IN INDIAN EDUCATION

PERSONAL AUTHOR: RCESSEL, ROBERT A.

DESCRIPTOR: AGENCY ROLE LEGISLATION; *AMERICAN INDIANS; *COMMUNITY CONTROL; *EDUCATIONAL IMPROVEMENT; *EDUCATIONAL RESPONSIBILITY; *LEADERSHIP; PILOT PROJECTS

JOURNAL CITATION: CONTEMP INDIAN AFF; 1; 1; 15-21

ACCESSION NUMBER: EJ023022

PUBLICATION DATE: SPR '70

TITLE: FROM HOGAN TO PRESIDENT'S OFFICE

PERSONAL AUTHOR: HATATHLI, GLORIA JEAN

DESCRIPTOR: *ADMINISTRATOR BACKGROUND; *AMERICAN INDIANS; *BIOGRAPHIES; COLLEGE ADMINISTRATION; *COMMUNITY COLLEGES; CULTURAL BACKGROUND; HUMAN RESOURCES; POLITICAL POWER

IDENTIFIER: *NAVAJO INDIANS

JOURNAL CITATION: CONTEMP INDIAN AFF; 1; 1; 11-14

ACCESSION NUMBER: EJ023280

PUBLICATION DATE: JUN '70

TITLE: CIVIC CLUBS HELP 4-H REACH MORE YOUTH

PERSONAL AUTHOR: NAPIER, CLAY

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY ORGANIZATIONS; *YOUTH CLUBS

IDENTIFIER: ARIZONA; *FOUR H CLUBS; YAQUI INDIANS

KIWANIS CLUB MEMBERS IN TUCSON, ARIZONA SET UP A 4-H POULTRY PROGRAM FOR YAQUI INDIAN CHILDREN; THEY ARE BEING FOLLOWED BY THE OPTIMIST CLUB. (EB)

JOURNAL CITATION: EXT SERV REV; 41; 6; 14-15

ACCESSION NUMBER: EJ023288

PUBLICATION DATE: JUL '70

TITLE: RENAISSANCE OF THE INDIAN SPIRIT

PERSONAL AUTHOR: WAUGH, LYNNE; WAUGH, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *ART EDUCATION; *CULTURAL ENRICHMENT; *SELF ACTUALIZATION; *TEACHING TECHNIQUES

IDENTIFIER: INSTITUTE OF AMERICAN INDIAN ARTS

JOURNAL CITATION: AMER EDUC; 6; 6; 15-20

ACCESSION NUMBER: EJ023323

PUBLICATION DATE: MAY '70

TITLE: THE INDIAN STUDENT IS NOT LOW MAN ON THE TOTEM POLE

PERSONAL AUTHOR: COOMBS, MADISON

DESCRIPTOR: ACHIEVEMENT; *AGENCY ROLE; *AMERICAN INDIANS; DROPOUT RATE; *EDUCATION; FEDERAL PROGRAMS; HIGHER EDUCATION; *LITERATURE REVIEWS; VOCATIONAL EDUCATION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

JOURNAL CITATION: J AMER INDIAN EDUC; 9; 3; 1-9

ACCESSION NUMBER: EJ023324

PUBLICATION DATE: MAY '70

TITLE: A SUMMER READING PROGRAM WITH AMERICAN INDIANS

PERSONAL AUTHOR: HILL, CHARLES H.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; DISADVANTAGED YOUTH; EVALUATION; INTERMEDIATE GRADES; JUNIOR HIGH SCHOOL STUDENTS; *READING RESEARCH; *REMEDIAL PROGRAMS; *SUMMER PROGRAMS; *VOCABULARY DEVELOPMENT

JOURNAL CITATION: J AMER INDIAN EDUC; 9; 3; 10-14

ACCESSION NUMBER: EJ023325

PUBLICATION DATE: MAY '70

TITLE: PROGRESS OF SOUTHERN ALBERTA NATIVE PEOPLES

PERSONAL AUTHOR: FRIESEN, JOHN W.; LYON, LOUISE C.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIAN CULTURE; ATTITUDES; CHANGE AGENTS; *EDUCATION; *GOVERNMENT (ADMINISTRATIVE BODY); LEADERSHIP; MASS MEDIA; SOCIOECONOMIC INFLUENCES

IDENTIFIER: *CANADA

JOURNAL CITATION: J AMER INDIAN EDUC; 9; 3; 15-23

ACCESSION NUMBER: EJ023326

PUBLICATION DATE: MAY '70

TITLE: ANNUAL INDIAN EDUCATION CONFERENCE COVERS VARIETY OF TOPICS AND ¬TOOLS"

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; *CONFERENCE REPORTS; CURRICULUM EVALUATION; *EDUCATION; FINANCIAL SUPPORT; HIGHER EDUCATION; PROGRAM DESCRIPTIONS

IDENTIFIER: ROUGH ROCK DEMONSTRATION SCHOOL

JOURNAL CITATION: J AMER INDIAN EDUC; 9; 3; 24-27

ACCESSION NUMBER: EJ023336

PUBLICATION DATE: SUM '70

TITLE: THE TWENTIETH ALASKA SCIENCE CONFERENCE

PERSONAL AUTHOR: LOTZ, JIM

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCE REPORTS; *ESKIMOS; LEADERSHIP; NATURAL RESOURCES; RESEARCH NEEDS; *RURAL DEVELOPMENT; *SOCIAL ACTION

IDENTIFIER: ALASKA; CANADA

JOURNAL CITATION: NORTHIAN; 7; 2; 8-15

ACCESSION NUMBER: EJ023337

PUBLICATION DATE: SUM '70

TITLE: STATUS AND IDENTIFICATION GROUPING AMONGST URBAN INDIANS

PERSONAL AUTHOR: NAGLER, MARK

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *MIGRATION PATTERNS; *RACIAL INTEGRATION; RURAL POPULATION; *SOCIAL ENVIRONMENT; SOCIOECONOMIC STATUS; *URBANIZATION

JOURNAL CITATION: NORTHIAN; 7; 2; 22-5

ACCESSION NUMBER: EJ023338

PUBLICATION DATE: SUM '70

TITLE: THE RELEVANCE OF CULTURAL HERITAGE IN AN ART PROGRAM FOR NATIVE STUDENTS

PERSONAL AUTHOR: ZUK, BILL

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *ART; CULTURAL AWARENESS; *CULTURAL ENVIRONMENT; CURRICULUM; ELEMENTARY SCHOOL STUDENTS; *ESKIMOS; *RURAL URBAN DIFFERENCES

IDENTIFIER: CANADA

JOURNAL CITATION: NORTHIAN; 7; 2; 26-9

ACCESSION NUMBER: EJ023339

PUBLICATION DATE: SPR '70

TITLE: CHILDREN OF TWO WORLDS

PERSONAL AUTHOR: BLUEHOUSE, MILTON

DESCRIPTOR: ACCULTURATION; AGENCY ROLE; *AMERICAN INDIANS; *BILINGUAL SCHOOLS; EDUCATIONAL INNOVATION; EDUCATIONAL RESPONSIBILITY; *ENGLISH (SECOND LANGUAGE); *ETHNIC RELATIONS; IDENTIFICATION (PSYCHOLOGICAL); *NAVAHO

JOURNAL CITATION: CONTEMP INDIAN AFF; 1; 1; 27-32

ACCESSION NUMBER: EJ023519

PUBLICATION DATE: SUM '70

TITLE: SO YOUR SCHOOL WILL SOON BE INTEGRATED

PERSONAL AUTHOR: CABLE, R.

DESCRIPTOR: *AMERICAN INDIANS; *MINORITY GROUP CHILDREN; *SCHOOL INTEGRATION; *TEACHER ATTITUDES

A CHECKLIST IS OFFERED AS A GUIDE FOR SELF-EXPLORATION BY THE TEACHER. (LS)

JOURNAL CITATION: NORTHIAN; 7; 2; 30-1

ACCESSION NUMBER: EJ023539

PUBLICATION DATE: SUM '70

TITLE: A READING AND LANGUAGE DEVELOPMENT PROGRAM FOR ALASKA'S CHILDREN

PERSONAL AUTHOR: JONES, VIRGINIA W.; BARTHOLET, JOEL

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL STUDENTS; CONCEPT FORMATION; *CULTURAL AWARENESS; *ESKIMOS; *LANGUAGE PROGRAMS; *READING MATERIALS; READING PROGRAMS

IDENTIFIER: NORTHWEST REGIONAL EDUCATION LABORATORY

JOURNAL CITATION: NORTHIAN; 7; 2; 6-7

ACCESSION NUMBER: EJ023596

PUBLICATION DATE: SPR '70

TITLE: THE FOUR ROLES OF NAVAJO COMMUNITY COLLEGE

PERSONAL AUTHOR: HATATHLI, NED A.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE ROLE; *COMMUNITY COLLEGES; COMMUNITY ROLE; *CULTURAL FACTORS; *STUDENT SCHOOL RELATIONSHIP; TRUSTEES

IDENTIFIER: *NAVAJO INDIANS

JOURNAL CITATION: CONTEMP INDIAN AFF; 1; 1; 5-9

ACCESSION NUMBER: EJ023653

PUBLICATION DATE: SUM '70

TITLE: SOME THOUGHTS ABOUT CIVILIZATION AND LEADERSHIP

PERSONAL AUTHOR: PELLETIER, WILFRED

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; COMMUNICATION (THOUGHT TRANSFER); COMMUNITY INVOLVEMENT; *CULTURAL DIFFERENCES; *LEADERSHIP; *SOCIAL STRUCTURE; VALUES

IDENTIFIER: MANITOBA INDIAN BROTHERHOOD

JOURNAL CITATION: NORTHIAN; 7; 2; 3-5

ACCESSION NUMBER: EJ023654

PUBLICATION DATE: SPR '70

TITLE: CHILDHOOD IN AN INDIAN VILLAGE

PERSONAL AUTHOR: PELLETIER, WILFRED

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CHILDRENS GAMES; COMMUNITY COOPERATION; ENGLISH (SECOND LANGUAGE); *FAMILY RELATIONSHIP; HORIZONTAL ORGANIZATION; *LEARNING PROCESSES; *SOCIOLOGY; *VALUES

IDENTIFIER: CANADA

JOURNAL CITATION: NORTHIAN; 7; 1; 20-3

ACCESSION NUMBER: EJ023655

PUBLICATION DATE: SPR '70

TITLE: CLINTON RICKARD, CHIEF OF THE TUSCARORAS

PERSONAL AUTHOR: DURAN, ELIZABETH CHIDESTER

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; *CIVIL RIGHTS LEGISLATION; *EDUCATIONAL LEGISLATION; GROUP UNITY; HISTORY

IDENTIFIER: INDIAN DEFENSE LEAGUE OF AMERICA

JOURNAL CITATION: CONTEMP INDIAN AFF; 1; 1; 34-48

ACCESSION NUMBER: EJ024036

PUBLICATION DATE: JAN '70

TITLE: THE EDUCATION OF THE AMERICAN INDIAN

PERSONAL AUTHOR: MILLER, HAROLD J.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ECONOMIC DISADVANTAGEMENT; *TEACHING TECHNIQUES; *VALUES

JOURNAL CITATION: COLL EDUC REC (UNIV N DAK); 55; 4; 103-108

ACCESSION NUMBER: EJ024802

PUBLICATION DATE: AUG-SEP '70

TITLE: TO KEEP THE THINGS WE LOVE

PERSONAL AUTHOR: MOOREFIELD, STORY

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT; *DISADVANTAGED YOUTH; *EDUCATIONAL PROGRAMS

IDENTIFIER: FOLLOW THROUGH PROGRAM

FOLLOW THROUGH PROGRAM PROJECTS FOR AMERICAN INDIAN CHILDREN ARE DISCUSSED. (DB)

JOURNAL CITATION: AMER EDUC V 6; 7; 6-8

ACCESSION NUMBER: EJ024850

PUBLICATION DATE: SEP-OCT '70

TITLE: ¬NOTHING...BUT DEATH"

PERSONAL AUTHOR: PENSEN), WILLIAM

DESCRIPTOR: *ACTIVISM; *AMERICAN INDIANS; *CULTURE CONFLICT; EDUCATIONAL IMPROVEMENT; FEDERAL PROGRAMS; *STUDENT ALIENATION; STUDENT LEADERSHIP

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS; NATIONAL INDIAN YOUTH COUNCIL

EXCERPTS FROM HEARINGS OF THE SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, U.S. SENATE, 1969, CONSITUTING AN EXCHANGE BETWEEN SENATOR ROBERT F. KENNEDY AND THE AUTHOR, AN AMERICAN INDIAN COLLEGE STUDENT. THE LATTER CONTENDS THAT AMERICAN INDIAN STUDENTS ARE BEING DEPRIVED OF THEIR OWN CULTURE. (DM)

JOURNAL CITATION: INTEGRATED EDUC; 8; 5; 17-25

ACCESSION NUMBER: EJ025050

PUBLICATION DATE: AUG '70

TITLE: MEASURES OF INTELLIGENCE ON SOUTHWEST INDIAN STUDENTS

PERSONAL AUTHOR: CUNDICK, BERT P.

DESCRIPTOR: *AMERICAN INDIANS; *CHILDREN; *INTELLIGENCE QUOTIENT; *INTELLIGENCE TESTS; KINDERGARTEN CHILDREN; *NATIONAL INTELLIGENCE NORM; PERFORMANCE TESTS; PRESCHOOL CHILDREN; PRIMARY GRADES; RESEARCH METHODOLOGY

IQ SCORES WERE OBTAINED FOR INDIAN CHILDREN ATTENDING THE SAME PUBLIC ELEMENTARY SCHOOL BY MEANS OF: WECHSLER PRE-SCHOOL AND PRIMARY SCALE OF INTELLIGENCE (WPPSI), WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC), PEABODY PICTURE VOCABULARY TESTS (PPVT), AND THE GOODENOUGH-HARRIS DRAW-A-MAN TEST (DAM). (SE)

JOURNAL CITATION: J SOC PSYCHOL; 81; 2; 151-156

ACCESSION NUMBER: EJ025079

PUBLICATION DATE: SUM '70

TITLE: NAVAJO COMMUNITY COLLEGE. 1970-1971 CATALOG

DESCRIPTOR: *AMERICAN INDIANS; *CATALOGS; *COMMUNITY COLLEGES; *COURSE DESCRIPTIONS; JUNIOR COLLEGES; PROGRAM DESCRIPTIONS

IDENTIFIER: *NAVAJO INDIANS

JOURNAL CITATION: CONTEMP INDIAN AFF; 1; 2; 1-64

ACCESSION NUMBER: EJ025141

PUBLICATION DATE: SUM '70

TITLE: FOREIGN VISITORS IN ALBUQUERQUE

PERSONAL AUTHOR: CARROLL, BETTY L.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ETHNIC GROUPS; *EXCHANGE PROGRAMS; *FOREIGN RELATIONS; HANDICRAFTS

IDENTIFIER: *ALBUQUERQUE NEW MEXICO

THE ALBUQUERQUE COMMITTEE FOR FOREIGN VISITORS OFFERS FOREIGN VISITORS AN UNDERSTANDING OF THE AMERICAN INDIANS' PAST AND HIS PLACE IN THE TWENTIETH CENTURY. (IR)

JOURNAL CITATION: INT EDUC CULTURAL EXCH; 6; 1; 71-76

ACCESSION NUMBER: EJ025479

PUBLICATION DATE: OCT '70

TITLE: SCHOOL FOR COMMUNITY PRIDE

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM DESIGN; *ELEMENTARY EDUCATION

JOURNAL CITATION: INSTRUCTOR; 80; 2; 40-2

ACCESSION NUMBER: EJ025480

PUBLICATION DATE: OCT '70

TITLE: FROM TOTEMS TO UNDERSTANDING

PERSONAL AUTHOR: CORNELIUS, ELIZABETH

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL EDUCATION; *ELEMENTARY SCHOOL STUDENTS

THE TEACHING OF INDIAN CULTURE TO A MIXED CLASS OF INDIAN AND NON-INDIAN CHILDREN IS DISCUSSED. (CK)

JOURNAL CITATION: INSTRUCTOR; 80; 2; 95-6' 98

ACCESSION NUMBER: EJ026423

PUBLICATION DATE: NOV '70

TITLE: NAVAJO CHILDREN DRAW

PERSONAL AUTHOR: GROSS, CECILIA

DESCRIPTOR: *AMERICAN INDIANS; *CHILDREN; *FREEHAND DRAWING

JOURNAL CITATION: SCH ARTS; 70; 3; 14-5

ACCESSION NUMBER: EJ027165

PUBLICATION DATE: SUM '70

TITLE: WHAT PRICE INGLES

PERSONAL AUTHOR: MERCADO, EDWARD

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *CULTURAL AWARENESS; *ENGLISH (SECOND LANGUAGE); *SPANISH SPEAKING; TEACHER ATTITUDES

DISCUSSES THE PROBLEMS OF EDUCATORS WHO DO NOT FACE OR ACCEPT SITUATIONS WHICH OCCUR WHEN ENGLISH IS AN INDIVIDUAL'S (WITH PARTICULAR REFERENCE TO AMERICAN INDIANS AND THE SPANISH-SPEAKING) SECOND LANGUAGE. A MODEL FOR BILINGUAL INNOVATION IS INCLUDED. (DM)

JOURNAL CITATION: CIVIL RIGHTS DIG; 3; 3; 32-35

ACCESSION NUMBER: EJ027278

PUBLICATION DATE: F '70

TITLE: USES OF CULTURAL ANTHROPOLOGY IN ECONOMIC ANALYSIS: A PAPAGO INDIAN CASE

PERSONAL AUTHOR: SIMPSON, JAMES R.

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; *ANTHROPOLOGY; BELIEFS; CULTURAL CONFLICT; CULTURAL DIFFERENCES; *ECONOMIC RESEARCH; *FEDERAL PROGRAMS; LAND USE; *LIVESTOCK

JOURNAL CITATION: HUM ORGAN; 29; 3; 162-8

ACCESSION NUMBER: EJ027285

PUBLICATION DATE: SUM '70

TITLE: TRIBAL SOVEREIGNTY AND THE 1968 INDIAN BILL OF RIGHTS

PERSONAL AUTHOR: SMITH, MICHAEL

DESCRIPTOR: POLITICAL ATTITUDES; *AMERICAN INDIANS; *CIVIL RIGHTS; *CULTURE CONFLICT; FEDERAL COURT LITIGATION; *GOVERNMENT ROLE; TRIBES

IDENTIFIER: AMERICAN INDIAN BILL OF RIGHTS; *CIVIL RIGHTS ACT OF 1968 TITLE II

DESCRIBES RECENT CONGRESSIONAL ATTEMPTS TO RECTIFY LONG DENIED FEDERAL CONSTITUTIONAL PROTECTIONS OF PERSONAL FREEDOMS TO AMERICAN INDIANS IN THE TRIBAL SETTING. DENIAL HAD EARLIER RESULTED IN CONFUSED CONGRESSIONAL RESPONSE AS WELL AS DIVISIVE REACTIONS IN AMERICAN INDIAN COMMUNITIES. (DM)

JOURNAL CITATION: CIVIL RIGHTS DIG; 3; 3; 9-15

ACCESSION NUMBER: EJ027318

PUBLICATION DATE: F '70

TITLE: ¬SELF-HELP" AT FORT YUMA: A CRITIQUE

PERSONAL AUTHOR: BEE, ROBERT L.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY PROGRAMS; DEVELOPMENT; *HOUSING; *SELF HELP PROGRAMS; SOCIAL ACTION; WORK ATTITUDES

JOURNAL CITATION: HUM ORGAN; 29; 3; 155-61

ACCESSION NUMBER: EJ027450

PUBLICATION DATE: SEP '70

TITLE: THE AHFACHKEE DAY SCHOOL

PERSONAL AUTHOR: KERSEY, HARRY A., JR.

DESCRIPTOR: *AMERICAN INDIANS; *DAY SCHOOLS; EDUCATIONAL ENVIRONMENT; *EDUCATIONAL FINANCE; *FAMILY INFLUENCE; OCCUPATIONAL INFORMATION; TEACHER ROLE

IDENTIFIER: AHFACHKEE DAY SCHOOL; *BUREAU OF INDIAN AFFAIRS

EDUCATION ON AN INDIAN RESERVATION IS DISCUSSED. (CK)

JOURNAL CITATION: RFC; 72; 1; 93-103

ACCESSION NUMBER: EJ027849

PUBLICATION DATE: OCT '70

TITLE: THE IDEA OF ENVIRONMENT AND THE IDEAL OF THE INDIAN

PERSONAL AUTHOR: STRICKLAND, RENNARD

DESCRIPTOR: ADOPTION (IDEAS); *AMERICAN INDIANS; *CROSS CULTURAL TRAINING; CULTURAL DIFFERENCES; *ECOLOGY; NATURAL RESOURCES; SOCIAL SYSTEMS; *TECHNOLOGICAL ADVANCEMENT

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 1; 8-15

ACCESSION NUMBER: EJ027936

PUBLICATION DATE: SUM '70

TITLE: IN SEARCH OF ETHETE

PERSONAL AUTHOR: ONDRACEK, ELAINE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; SECONDARY SCHOOL STUDENTS

JOURNAL CITATION: DELTA KAPPA GAMMA BULLETIN; 36; 4; 42-46

ACCESSION NUMBER: EJ027937

PUBLICATION DATE: F '70

TITLE: VALUES OF INDIANS BECOME NECESSARY FOR UNDERSTANDING

PERSONAL AUTHOR: BAKER, MARGARET K.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CULTURAL DIFFERENCES; *VALUES

JOURNAL CITATION: DELTA KAPPA GAMMA BULLETIN; 36; 5; 38-42

ACCESSION NUMBER: EJ028103

PUBLICATION DATE: OCT '70

TITLE: EIGHT PROBLEMS IN INDIAN EDUCATION

PERSONAL AUTHOR: SPANG, ALONZO

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE PREPARATION; COMMUNITY INVOLVEMENT; *CURRICULUM EVALUATION; *EDUCATIONAL NEEDS; EDUCATIONAL PROBLEMS; *PERSONNEL NEEDS; PROGRAM EVALUATION; QUALIFICATIONS; *STUDENT NEEDS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 1; 1-4

ACCESSION NUMBER: EJ028104

PUBLICATION DATE: OCT '70

TITLE: BIG CYPRESS SEMINOLES RECEIVE THREE-PHASE PROGRAM. FLORIDA ATLANTIC UNIVERSITY PROJECT

PERSONAL AUTHOR: KERSEY, HARRY A.; JUSTIN, NEAL E.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; DROPOUTS; *EDUCATIONAL PROGRAMS; *ELEMENTARY SCHOOLS; INSERVICE EDUCATION; LANGUAGE SKILLS; PARENT PARTICIPATION; SOCIOCULTURAL PATTERNS

IDENTIFIER: *SEMINOLES

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 1; 20-2

ACCESSION NUMBER: EJ028105

PUBLICATION DATE: OCT '70

TITLE: SOCIAL CLASS AND EDUCATIONAL LEVEL ON THE FLATHEAD RESERVATION

PERSONAL AUTHOR: BROCKMANN, C. THOMAS

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CULTURAL FACTORS; *ECONOMIC FACTORS; FAMILY CHARACTERISTICS; INDUSTRY; RACIAL DISCRIMINATION; RESEARCH PROJECTS; *SOCIAL CLASS

IDENTIFIER: *FATHEAD INDIAN RESERVATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 1; 23-31

ACCESSION NUMBER: EJ028112

PUBLICATION DATE: NOV '70

TITLE: UNEARTHING AN INDIAN CULTURE

PERSONAL AUTHOR: GETTINGS, DUANE

DESCRIPTOR: *AMERICAN INDIANS; *ARCHAEOLOGY; *CURRICULUM; *INTERDISCIPLINARY APPROACH; LABORATORY TECHNIQUES; OUTDOOR EDUCATION; PROGRAM DESCRIPTIONS; SCIENCE ACTIVITIES; *SECONDARY SCHOOL SCIENCE

JOURNAL CITATION: SCIENCE TEACHER; 37; 8; 59-61

ACCESSION NUMBER: EJ028504

PUBLICATION DATE: OCT '70

TITLE: A COMMITMENT TO LEADERSHIP

DESCRIPTOR: *AMERICAN INDIANS; CORE COURSES; *EDUCATIONAL PROGRAMS; *HIGH SCHOOL STUDENTS; *LEADERSHIP TRAINING; OBJECTIVES; PILOT PROJECTS

REPORT ON ALL-INDIAN UPWARD BOUND PROJECT AT ARIZONA STATE UNIVERSITY. (EDITOR)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 1; 5-7

ACCESSION NUMBER: EJ028670

PUBLICATION DATE: OCT '70

TITLE: AMERICAN INDIANS: A BIBLIOGRAPHY OF SOURCES

PERSONAL AUTHOR: NAUMER, JANET NOLL

DESCRIPTOR: *AMERICAN INDIANS; BOOK REVIEWS; *LIBRARY MATERIALS; RESOURCE MATERIALS

JOURNAL CITATION: AMERICAN LIBRARIES; 1; 9; 861-864

ACCESSION NUMBER: EJ028691

PUBLICATION DATE: OCT '70

TITLE: AMERICAN INDIANS: SEARCH FOR FORT HALL'S LIBRARY SERVICE

PERSONAL AUTHOR: SHIELDS, GERALD R.; SHEPPARD, GEORGE

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL DIFFERENCES; LIBRARY COLLECTIONS; LIBRARY MATERIAL SELECTION; *LIBRARY SERVICES; MINORITY GROUPS; TRIBES

IDENTIFIER: FORT HALL RESERVATION

JOURNAL CITATION: AMERICAN LIBRARIES; 1; 9; 856-860

ACCESSION NUMBER: EJ028742

PUBLICATION DATE: OCT '70

TITLE: A PLAN FOR NATIONAL UNITY OF NATIVE AMERICANS

PERSONAL AUTHOR: RIDLEY, J. R.

DESCRIPTOR: *AMERICAN INDIANS; *CLIMATIC FACTORS; EDUCATIONAL PLANNING; *GEOGRAPHIC REGIONS; *NATIONAL ORGANIZATIONS; PLANNING; STUDENT ORGANIZATIONS; URBANIZATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 1; 16-19

ACCESSION NUMBER: EJ028798

PUBLICATION DATE: W '70

TITLE: INDIAN CULTURE VERSUS VALUE POSITIONS

PERSONAL AUTHOR: COOK, RUTH CATHLYN

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *CULTURAL DIFFERENCES; *RACIAL CHARACTERISTICS

JOURNAL CITATION: DELTA KAPPA GAMMA BULLETIN; 36; 2; 49-51

ACCESSION NUMBER: EJ029227

PUBLICATION DATE: NOV '70

TITLE: GOPHERS OR GADFLIES: INDIAN SCHOOL BOARDS

PERSONAL AUTHOR: WAX, MURRAY L.

DESCRIPTOR: *AMERICAN INDIANS; *BOARD OF EDUCATION ROLE; *SCHOOL DISTRICT AUTONOMY

JOURNAL CITATION: SCHOOL REVIEW; 79; 1; 62-71

ACCESSION NUMBER: EJ029285

PUBLICATION DATE: NOV '70

TITLE: CUSTER DID DIE FOR OUR SINS

PERSONAL AUTHOR: ERICKSON, DONALD A.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; *EDUCATIONAL ACCOUNTABILITY; *SCHOOL DISTRICT AUTONOMY

JOURNAL CITATION: SCHOOL REVIEW; 79; 1; 76-93

ACCESSION NUMBER: EJ029445

PUBLICATION DATE: NOV '70

TITLE: THE NEED FOR CULTURAL EMPATHY

PERSONAL AUTHOR: MUSKRAT, JOSEPH

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; *CULTURAL ENRICHMENT; *EDUCATIONAL OBJECTIVES

JOURNAL CITATION: SCHOOL REVIEW; 79; 1; 72-5

ACCESSION NUMBER: EJ029446

PUBLICATION DATE: NOV '70

TITLE: THE LAUGHING BOY SYNDROME

PERSONAL AUTHOR: EMERSON, GLORIA J.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *EDUCATIONAL PROGRAMS; *PROGRAM EVALUATION

JOURNAL CITATION: SCHOOL REVIEW; 79; 1; 94-8

ACCESSION NUMBER: EJ029546

PUBLICATION DATE: NOV '70

TITLE: LET'S DO IT OURSELVES

PERSONAL AUTHOR: PLATERO, DILLON

DESCRIPTOR: *AMERICAN INDIANS; *DEMONSTRATION PROGRAMS; *EDUCATIONAL PROGRAMS

JOURNAL CITATION: SCHOOL REVIEW; 79; 1; 57-61

ACCESSION NUMBER: EJ029547

PUBLICATION DATE: NOV '70

TITLE: WHITHER INDIAN EDUCATION? A CONVERSATION WITH PHILLEO NASH

PERSONAL AUTHOR: ALLEN, RAY A.

DESCRIPTOR: *AMERICAN INDIANS; *DEMONSTRATION PROGRAMS; *EDUCATIONAL PROGRAMS; *FINANCIAL SUPPORT

JOURNAL CITATION: SCHOOL REVIEW; 79; 1; 99-108

ACCESSION NUMBER: EJ029552

PUBLICATION DATE: DEC '70

TITLE: HINDRANCES TO INDIAN EDUCATION

PERSONAL AUTHOR: WASSON, WILFRED C.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL PROBLEMS

JOURNAL CITATION: EDUCATIONAL LEADERSHIP; 28; 3; 278-80

ACCESSION NUMBER: EJ029932

PUBLICATION DATE: DEC '70

TITLE: MENTAL HEALTH SERVICES FOR AMERICAN INDIANS AND ESKIMOS

PERSONAL AUTHOR: TORREY, E. FULLER

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; *ESKIMOS; HEALTH SERVICES; *INDIGENOUS PERSONNEL; *MENTAL HEALTH PROGRAMS; *PSYCHIATRIC SERVICES; PSYCHOT

SERVICES ARE SURVEYED AND FOUND TO BE INADEQUATE. A PLAN IS OUTLINED FOR THE DEVELOPMENT OF SUCH SERVICES BASED UPON THE USE OF INDIGENOUS THERAPISTS FOR INDIVIDUAL AND GROUP PSYCHOTHERAPY, THE MODIFICATION OF ETIOLOGICAL BELIEFS, AND AN EMPHASIS UPON PRIMARY PREVENTION. THE OUTCOME WOULD BE SERVICES SPECIFICALLY ADAPTED TO THE CULTURE, REALISTICALLY COMMENSURATE WITH AVAILABLE MANPOWER, AND COMPATIBLE WITH DIGNITY FOR THE GROUP. (AUTHOR/CJ)

JOURNAL CITATION: COMMUNITY MENTAL HEALTH JOURNAL; 6; 6; 455-462

ACCESSION NUMBER: EJ029965

PUBLICATION DATE: JUL '70

TITLE: EL PUEBLO ARAUCANO Y OTROS ABORIGENES EN LA LITERATURA CHILENA (THE ARAUCANIAN INDIANS AND OTHER ABORIGINES IN CHILEAN LITERATURE)

PERSONAL AUTHOR: YANKAS, LAUTARO

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; FORMAL CRITICISM; LATIN AMERICAN CULTURE; LITERARY HISTORY; *MINORITY GROUPS; *NOVELS; *SPANISH AMERICAN LITERATURE

IDENTIFIER: CHILE; *ERCELLA Y ZUNIGA (ALONSO DE)

JOURNAL CITATION: CUADERNOS HISPANOAMERICANOS; 247; 113-137

ACCESSION NUMBER: EJ030350

PUBLICATION DATE: DEC '70

TITLE: LIBRARY SERVICES TO THE SIOUX

PERSONAL AUTHOR: RIGEL, TERESA

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *LIBRARY MATERIAL SELECTION; *LIBRARY SERVICES; *SCHOOL LIBRARIES

IDENTIFIER: *RED CLOUD INDIAN SCHOOL

THE WORK OF THE PROFESSIONAL LIBRARIAN ON THE RESERVATION WITH THE INDIAN STUDENT IS INTERESTING AND CHALLENGING. THE LIBRARY PROBLEM IS DIFFERENT FROM THAT OF OTHER SCHOOL LIBRARIES. HOWEVER, IN SPITE OF THE DIFFICULTIES, THERE IS MUCH JOY IN WORKING WITH THESE LIKEABLE INDIAN TEEN-AGERS. (AUTHOR/NH)

JOURNAL CITATION: CATHOLIC LIBRARY WORLD; 42; 4; 235-237

ACCESSION NUMBER: EJ030937

PUBLICATION DATE: DEC '70

TITLE: SILENCE, THE WORD, AND INDIAN RHETORIC

PERSONAL AUTHOR: MURPHY, MARJORIE N.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION PROBLEMS; *COMMUNICATION SKILLS; CULTURAL DIFFERENCES; CULTURE CONTACT; *LANGUAGE ROLE; *RHETORIC; *VERBAL COMMUNICATION

JOURNAL CITATION: COLLEGE COMPOSITION AND COMMUNICATION; 21; 5; 356-63

ACCESSION NUMBER: EJ031824

PUBLICATION DATE: JAN '71

TITLE: COUNSELING FOR SOCIALLY WITHDRAWN INDIAN GIRLS

PERSONAL AUTHOR: ARMSTRONG, ROBERT L.; HOLMES, BARBARA

DESCRIPTOR: *AMERICAN INDIANS; *COUNSELING PROGRAMS; *FEMALES; *GROUP GUIDANCE; HIGH SCHOOL STUDENTS; *INDIVIDUAL DEVELOPMENT

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 2; 4-7

ACCESSION NUMBER: EJ031831

PUBLICATION DATE: JAN '71

TITLE: SOURCES OF PARENTAL AMBIVALENCE TOWARD EDUCATION IN AN ALEUT COMMUNITY

PERSONAL AUTHOR: KLEINFELD, J. S.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; *CULTURE CONFLICT; *EDUCATIONAL ATTITUDES; *PARENT ATTITUDES; STUDENT ATTITUDES; TEACHER ATTITUDES

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 2; 8-14

ACCESSION NUMBER: EJ031905

PUBLICATION DATE: DEC '69

TITLE: PLIGHT OF THE AMERICAN INDIAN

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *EDUCATIONAL NEEDS; *FUNCTIONAL ILLITERACY

JOURNAL CITATION: NJEA REVIEW; 43; 4; 44-5

ACCESSION NUMBER: EJ031935

PUBLICATION DATE: F '70

TITLE: EDUCATION IN JOHN ELIOT'S INDIAN UTOPIAS, 1646-1675

PERSONAL AUTHOR: TANIS, NORMAN EARL

DESCRIPTOR: AGRICULTURAL SKILLS; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; CITY GOVERNMENT; COMMUNITY DEVELOPMENT; DEMOCRACY; *EDUCATIONAL HISTORY; *RELIGIOUS EDUCATION

IDENTIFIER: *MASSACHUSETTS

JOURNAL CITATION: HISTORY OF EDUCATION QUARTERLY; 10; 3; 308-323

ACCESSION NUMBER: EJ031946

PUBLICATION DATE: JAN '71

TITLE: SOME STEPS FOR A BEGINNING TEACHER OF NAVAJO STUDENTS

PERSONAL AUTHOR: PETERSON, KIRK D.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; LEARNING ACTIVITIES; NAVAHO; *TEACHER IMPROVEMENT; *TEACHING PROCEDURES; VALUES

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 2; 21-8

ACCESSION NUMBER: EJ032105

PUBLICATION DATE: DEC '70

TITLE: YALE'S PROGRAM IN INTRACULTURAL MEDICINE

PERSONAL AUTHOR: KIMBALL, CHASE PATTERSON

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CLINICAL EXPERIENCE; CURRICULUM DEVELOPMENT; HEALTH FACILITIES; *MEDICAL EDUCATION; MEDICAL SERVICES; NAVAHO; ORIENTATION; SOCIAL PROBLEMS

IDENTIFIER: *YALE UNIVERSITY

AS PART OF AN ELECTIVE PROGRAM IN INTRACULTURAL MEDICINE, STUDENTS PARTICIPATED IN ACTUAL CLINICAL EXPERIENCE IN HOSPITAL AND FIELD SERVICES ON THE NAVAHO INDIAN RESERVATION. (IR)

JOURNAL CITATION: JOURNAL OF MEDICAL EDUCATION; 45; 12; 1032-40

ACCESSION NUMBER: EJ032241

PUBLICATION DATE: SEP '70

TITLE: BILINGUAL EDUCATION IN BIA SCHOOLS

PERSONAL AUTHOR: BAUER, EVELYN

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; BILINGUAL SCHOOLS; *GOVERNMENT ROLE; INSTRUCTIONAL MATERIALS; *LANGUAGE PROGRAMS; NAVAHO

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS; BIA

BRIEFLY SURVEYS THE HISTORY OF BILINGUALISM IN THE BUREAU OF INDIAN AFFAIRS (BIA), INCLUDING THE PROGRAM TO PROMOTE NATIVE-TONGUE LITERACY AND THE NAVAJO FIVE-YEAR PROGRAMS, AND DESCRIBES PRESENT DAY PROGRAMS SUCH AS THE ROUGH ROCK AND ROCK POINT SCHOOLS. (AUTHOR/FB)

JOURNAL CITATION: TESOL QUARTERLY; 4; 3; 223-229

ACCESSION NUMBER: EJ032412

PUBLICATION DATE: JAN-FEB '71

TITLE: VOLUNTEERING TO HELP INDIANS HELP THEMSELVES

PERSONAL AUTHOR: DIMOCK, EDMUND; RIEGEL, BARBARA

DESCRIPTOR: *AMERICAN INDIANS; CHANGING ATTITUDES; *COMMUNITY ATTITUDES; *EDUCATIONAL NEEDS; SOCIAL PROBLEMS; *SOCIAL WORKERS; TUTORING; *VOLUNTEERS

IDENTIFIER: VIEJAS RESERVATION

JOURNAL CITATION: CHILDREN; 18; 1; 23-27

ACCESSION NUMBER: EJ032413

PUBLICATION DATE: JAN '71

TITLE: CROSS OVER THE BRIDGE

PERSONAL AUTHOR: HALEY, BILL

DESCRIPTOR: *ACADEMIC ASPIRATION; *AMERICAN INDIANS; *CULTURAL FACTORS; FEMALES; HIGHER EDUCATION; *MOTIVATION; SELF EVALUATION; *STUDENTS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 2; 1-3

ACCESSION NUMBER: EJ032414

PUBLICATION DATE: JAN '71

TITLE: OCCUPATIONAL TRAINING FOR AMERICA'S FORGOTTEN MINORITY

PERSONAL AUTHOR: EDINGTON, EVERETT D.; WILLEY, DARRELL S.

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCES; *CULTURALLY DISADVANTAGED; *LOW INCOME GROUPS; UNEMPLOYMENT; *VOCATIONAL EDUCATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 2; 15-20

ACCESSION NUMBER: EJ032415

PUBLICATION DATE: JAN '71

TITLE: A NON-ANSWER TO A REQUEST FOR A TEACHER'S GUIDE TO INDIAN CHILDREN

PERSONAL AUTHOR: BAYNE, STEPHEN

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION (THOUGHT TRANSFER); *CULTURAL AWARENESS; *INTERPERSONAL RELATIONSHIP; *SOCIAL FACTORS; VALUES

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 2; 29-33

ACCESSION NUMBER: EJ032419

PUBLICATION DATE: JAN-FEB '71

TITLE: A PROVOCATIVE WORKSHOP IN INDIAN EDUCATION

PERSONAL AUTHOR: KOZOLL, CHARLES E.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION PROBLEMS; CONFLICT; *CROSS CULTURAL TRAINING; CULTURAL EXCHANGE; *EDUCATIONAL PROBLEMS; *TEACHER PROGRAMS

JOURNAL CITATION: INTEGRATED EDUCATION; 9; 1; 29-34

ACCESSION NUMBER: EJ032959

PUBLICATION DATE: JAN '71

TITLE: INDIANS AND COUNSELING

PERSONAL AUTHOR: MARKS, STEPHEN E.; GREEN, RICHARD M.

DESCRIPTOR: *AMERICAN INDIANS; *COUNSELING; CULTURAL FACTORS; *CULTURAL PLURALISM; IDENTIFICATION (PSYCHOLOGICAL); *MINORITY GROUPS; *STUDENT CHARACTERISTICS; STUDENT NEEDS; STUDENT SUBCULTURES

IDENTIFIER: CANADA

IF THE INDIAN YOUTH IS TO FEEL UNDERSTOOD BY THE COUNSELOR AND TRUST HIM, THE COUNSELOR MUST DEMONSTRATE HIS INTEREST AND CONCERN THROUGH DIRECT INVOLVEMENT IN THE ACTIVITIES WHICH ARE IMPORTANT TO THE INDIAN STUDENTS. (AUTHOR)

JOURNAL CITATION: CANADIAN COUNSELOR; 5; 3; 63-66

ACCESSION NUMBER: EJ033352

PUBLICATION DATE: F '70

TITLE: CAREER CENTER RISES FROM THE DESERT

PERSONAL AUTHOR: SOWERS, JOHN

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; *COUNSELING; CULTURAL FACTORS; *OCCUPATIONAL GUIDANCE; TRAINING ALLOWANCES; *VOCATIONAL TRAINING CENTERS

JOURNAL CITATION: CONTEMPORARY INDIAN AFFAIRS; 1; 3; 11-14

ACCESSION NUMBER: EJ033576

PUBLICATION DATE: F '70

TITLE: TRAINING IN INDIAN LEADERSHIP

PERSONAL AUTHOR: BELINDO, JOHN

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION PROBLEMS; *COMMUNITY ACTION; *DECISION MAKING; EDUCATIONAL DEMAND; INDIVIDUAL POWER; *LEADERSHIP TRAINING; *TEAMWORK

JOURNAL CITATION: CONTEMPORARY INDIAN AFFAIRS; 1; 3; 6-9

ACCESSION NUMBER: EJ033954

PUBLICATION DATE: MAR '71

TITLE: QUO JURE?

PERSONAL AUTHOR: RICHARDSON, B. E.

DESCRIPTOR: *AMERICAN INDIANS; *EMPLOYMENT PRACTICES; *EMPLOYMENT QUALIFICATIONS; *LIBRARIANS; LIBRARIES; *MINORITY GROUPS; PERSONNEL

A CONVERSATION RELATING THE PROBLEMS OF ADVERTISING FOR A LIBRARIAN WHO IS A MEMBER OF A MINORITY GROUP WITHOUT OFFENDING MEMBERS OF OTHER GROUPS IS DESCRIBED. (AB)

JOURNAL CITATION: AMERICAN LIBRARIES; 2; 3; 304-305

ACCESSION NUMBER: EJ033955

PUBLICATION DATE: F '70

TITLE: ALL-INDIAN UPWARD BOUND PROGRAM HAS SERVED 160 STUDENTS

PERSONAL AUTHOR: PAYNE, JUNE

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM; *FEDERAL PROGRAMS; *FOLLOWUP STUDIES; HIGH SCHOOL STUDENTS; RECREATION; *RESIDENTIAL PROGRAMS; SELF CONCEPT; SUMMER PROGRAMS; TUTORIAL PROGRAMS

JOURNAL CITATION: CONTEMPORARY INDIAN AFFAIRS; 1; 3; 25-9

ACCESSION NUMBER: EJ034161

PUBLICATION DATE: F '70

TITLE: WHAT IS THE ROLE OF A PROFESSIONAL SCHOLAR IN INDIAN AFFAIRS?

PERSONAL AUTHOR: WITHERSPOON, GARY; WITHERSPOON, NELLIE

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; *BEHAVIORAL SCIENCES; *CULTURAL BACKGROUND; ECONOMICALLY DISADVANTAGED; INFORMATION SEEKING; *POVERTY PROGRAMS

JOURNAL CITATION: CONTEMPORARY INDIAN AFFAIRS; 1; 3; 18-23

ACCESSION NUMBER: EJ034479

PUBLICATION DATE: MAR-APR 71

TITLE: TEXTBOOK BIAS TOWARD ALASKAN NATIVES: DOCUMENT

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *MULTICULTURAL TEXTBOOKS; *TEXTBOOK BIAS; *TEXTBOOK CONTENT

IDENTIFIER: *ALASKAN NATIVES

REPORT BY THE DEPARTMENT OF EDUCATION, UNIVERSITY OF ALASKA, ON MARCH 14, 1969; MADE PART OF THE RECORD OF HEARINGS OF THE SUBCOMMITTEE ON INDIAN EDUCATION OF THE SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE, HELD FEBRUARY-APRIL, 1969. (RJ)

JOURNAL CITATION: INTEGRATED EDUCATION; 9; 2; 44-49

ACCESSION NUMBER: EJ034744

PUBLICATION DATE: NOV-DEC 70

TITLE: RAY COLLINS' EDUCATION CLUB

PERSONAL AUTHOR: NORCROSS, E. BLANCHE

DESCRIPTOR: *ADULT STUDENTS; *AMERICAN INDIANS; *EDUCATIONAL INNOVATION; *ELEMENTARY SCHOOL CURRICULUM

IDENTIFIER: *INDIAN EDUCATION CENTRE; VANCOUVER (BRITISH COLUMBIA)

IN A TINY OFFICE SUITE IN DOWNTOWN VANCOUVER, A SMALL SCHOOL, GEARED TO HANDLE 12 TO 14 STUDENTS AT A TIME, IS RUN SINGLEHANDEDLY BY R. J. COLLINS. SUPPORTED BY THE INDIAN AFFAIRS BRANCH, IT IS ONE OF VERY FEW IN CANADA WHICH CATERS TO ADULTS, WHETHER INDIAN OR WHITE, ON A FULL DAYTIME BASIS AT THE ELEMENTARY SCHOOL LEVEL. (FB)

JOURNAL CITATION: CONTINUOUS LEARNING; 9; 6; 231-232

ACCESSION NUMBER: FJ034746

PUBLICATION DATE: MAR 71

TITLE: AN ADULT EDUCATION PROGRAM FOR SEMINOLE INDIANS IN FLORIDA

PERSONAL AUTHOR: KERSEY, HARRY A., JR.

DESCRIPTOR: *ADULT BASIC EDUCATION; *AMERICAN INDIANS; *ENGLISH (SECOND LANGUAGE); *PROGRAM EVALUATION; *UNIVERSITY EXTENSION

IDENTIFIER: FLORIDA; *SEMINOLES

JOURNAL CITATION: ADULT LEADERSHIP; 19; 9; 281-282, 310

ACCESSION NUMBER: EJ035127

PUBLICATION DATE: FEB 71

TITLE: VISION AND EXPERIENCE IN ¬BLACK ELK SPEAKS"

PERSONAL AUTHOR: SAYRE, ROBERT F.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN LITERATURE; *AUTOBIOGRAPHIES; *IMAGERY; LITERARY ANALYSIS; RELIGIOUS FACTORS; *SOCIAL DEVELOPMENT; SYMBOLISM

IDENTIFIER: *BLACK ELK SPEAKS; NEILHARDT (JOHN G.)

A DISCUSSION OF WHAT ¬BLACK ELK SPEAKS" REVEALS ABOUT THE SOCIAL FUNCTIONS OF PROPHECY." (AUTHOR/RD)

JOURNAL CITATION: COLLEGE ENGLISH; 32; 5; 509-35

ACCESSION NUMBER: EJ035506

PUBLICATION DATE: MAR 71

TITLE: SMOOTH PATH AT ROUGH ROCK

PERSONAL AUTHOR: TUNLEY, ROUL

DESCRIPTOR: *AMERICAN INDIANS; *CURRICULUM DESIGN; *DEMONSTRATION PROGRAMS; *FEDERAL AID; *SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: ARIZONA; NAVAJO; ROUGH ROCK

THE PROGRESS MADE BY THE ROUGH ROCK DEMONSTRATION SCHOOL FOR NAVAJO INDIANS AND THE ESTABLISHMENT OF A COMMUNITY COLLEGE ARE DISCUSSED. (DB)

JOURNAL CITATION: AMERICAN EDUCATION; 7; 2; 15-8

ACCESSION NUMBER: EJ035529

PUBLICATION DATE: MAR 71

TITLE: NO ROCK IS AN ISLAND

PERSONAL AUTHOR: HEATH, G. LOUIS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL AWARENESS; *CULTURAL CENTERS; *CULTURALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; FEDERAL GOVERNMENT

THIS ARTICLE DESCRIBES EFFORTS TO ESTABLISH AN INDIAN EDUCATIONAL AND CULTURAL CENTER ON ALCATRAZ. (MF)

JOURNAL CITATION: PHI DELTA KAPPAN; 52; 7; 397-399

ACCESSION NUMBER: EJ035547

PUBLICATION DATE: W 71

TITLE: THE NAVAJO PAST, PRESENT AND FUTURE

PERSONAL AUTHOR: UNDERHILL, RUTH

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *HISTORY; *NAVAHO; *TRIBES

JOURNAL CITATION: DELTA KAPPA GAMMA BULLETIN; 37; 2; 23-31

ACCESSION NUMBER: EJ035548

PUBLICATION DATE: W 71

TITLE: IS SELF-DETERMINATION AN ANSWER TO PROBLEMS OF AMERICAN INDIANS?

PERSONAL AUTHOR: HAFDAHL, GRAYCE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *RACISM; *UNITED STATES HISTORY

JOURNAL CITATION: DELTA KAPPA GAMMA BULLETIN; 37; 2; 54-60

ABILITY
ED045282
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ED040815
ED042526
ED047855
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ACADEMIC ASPIRATION
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EJ032413
ACCULTURATION
ED039988
ED040776
ED040785
ED045247
ED047297
EJ023325
ACHIEVEMENT
ED045225
ED045282
ACTION PROGRAMS (COMMUNITY)
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ACTIVISM
ED045238
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ADJUSTMENT (TO ENVIRONMENT)
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ADMINISTRATION
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ADMINISTRATIVE POLICY
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ADMINISTRATOR BACKGROUND
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ADOLESCENTS
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ADULT BASIC EDUCATION
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ADULT EDUCATION
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ADULT STUDENTS
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AFFILIATION NEED
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AGENCY ROLE
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BILINGUAL EDUCATION
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